

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

DEC 23 1930

SCHOOL LIFE



Volume XVI
Number 4

December
1930



A MADONNA AND CHILD OF THE LAND OF THE MIDNIGHT SUN

(SEE PAGE 60)

Issued Monthly [except July and August] by the Department of the Interior
Office of Education v v v v v v Washington, D. C.

For sale by the SUPERINTENDENT OF DOCUMENTS, Washington, D. C. - - See page 2 of cover for prices

CONTENTS

	Page
Discover Typical American Family and Typical Child. <i>John E. Anderson</i>	61
How the Schools Could Help Solve the Unemployment Problem. <i>L. R. Alderman</i>	62
Educators Join Business Men to Solve Hawaii's School Problem. <i>George M. Collins</i>	63
What About Radio and Education? Some Questions and Answers	65
United States Seven Services to Education	68
200 Years of American Education—1830-2030. <i>William John Cooper</i>	69
Editorial: A Suggestion from the Cement Industry	70
Negro Education Rise Traced by Secretary Wilbur	70
English and American Secondary Education: A Comparison. <i>E. D. Grizzell</i>	71
Musée Pédagogique, France's Unique Center of Educational Services. <i>James F. Abel</i>	75
New Government Publications Useful to Teachers	76
Pan-Pacific Women's Association Formed at Hawaii Conference. <i>Bess Goodykoontz</i>	77
Value of Home-School Links Rated by Principals	79
New Books in Education. <i>Martha R. McCabe</i>	80

SCHOOL LIFE, the official organ of the Office of Education, United States Department of the Interior, appears monthly except in July and August. It presents the educational activities of the Office of Education and of other departments and commissions of the United States Government. Subscription price, 50 cents per year; fifty copies or more forwarded in bulk to one address at 35 cents per year each.

Superintendent of Documents,
Government Printing Office,
Washington, D. C.

Inclosed find 50 cents for which please send SCHOOL LIFE for one year.

Name..... Address.....
City..... State.....

Subscribers in foreign countries which do not recognize the mailing frank of the United States should add 25 cents to the subscription price to pay the cost of postage.

SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR Commissioner of Education WILLIAM JOHN COOPER

VOL. XVI

WASHINGTON, D. C., DECEMBER, 1930

No. 4

Discover Typical American Family and Typical Child

Quota of Baths, Milk, Illnesses, and Spankings of Average 4-Year-Old Disclosed by Case Study of White House Conference Committee

From Report of Committee on the Infant and Preschool Child

JOHN E. ANDERSON, Chairman

WE MAY SAY that the typical family of the young child consists of a father and mother who are in their thirties. Usually no person other than

those of the immediate family is found in the home.

Both the father and mother are likely to have had a grammar-school education, with some additional work in high school. The mother is not likely to be

had contact with a social agency, clinic, or even a public-health nurse.

Has a Toothbrush and Uses It

The picture of the 4-year-old as obtained from our data is as follows: He is not likely to be weighed regularly, usually sleeps 11½ hours out of the 24, in a room with some other person but in a bed of his own. He drinks from 1½ to 2¼ pints of milk a day and is likely to have a fairly adequate but not a perfect diet. The adequacy of his diet depends in part on the economic status of his parents.

The chances are about even that he has cod-liver oil in the winter. It is almost certain that he does not have it in the summer. He occasionally eats between meals. His meals are served at a regular hour at a table that is set.

His undergarments are changed twice a week, his suits or dresses daily, and he has a sleeping garment. During the summer he has a daily bath and during the winter has two baths a week. He has acquired bowl and bladder control both during the day and night. He owns a toothbrush and uses it. He does not dress himself completely as yet. There is very little chance that he sucks his thumb or that he stutters.

He has had at least one complete medical examination, usually within the preceding year, made by the family physician. The chances are 1 out of 3 that he has been inoculated for diphtheria; 1 out of 4 that he has been vaccinated for smallpox; 2 out of 5 that he has had whooping cough; 1 out of 3, measles; 1 out of 3, chicken pox; 1 out of 10, mumps; 1 out of 20, scarlet fever; and 1 out of 40, pneumonia. He is more likely not to be troubled with colds and coughs.

May Have a Definite Fear

The chances are exceedingly slight that he is not punished. There is somewhat more probability of punishment by the mother than by the father. He is likely to have one to four spankings a month. In controlling him, the parents, in addition to occasional spankings, are apt to scold him or reason with him, rather than compare him unfavorably with another child or put him to bed or in a corner.

The chances are about even that the child has a definite fear. If he has a fear, an attempt is made to explain the situation, rather than to soothe or divert



JOHN E. ANDERSON

employed outside the home. Reports on illness for both the mother and father show that they are rarely ill.

In the home are found from 25 to 100 books. In the house there are about six different types of toys and in the yard at least one permanent piece of play material.

They live within three-quarters of a mile of a playground. The chances are about 50-50 that the parents read one book on child care a year, which they own rather than secure from a library. It is somewhat more probable that they read a pamphlet on child care. The mother is very likely to read articles on child care in both newspapers or magazines and the father also pays some attention to them. It is not probable that they take a child-care magazine.

While it is not likely that they listen to talks on child care over the radio, or attend a study group or parent-teacher association, there is much greater probability of the mother doing this than the father. It is not likely that they have

The White House Conference

More than 1,200 professional and lay experts served in the White House Conference on Child Health and Protection which submitted its report to President Herbert Hoover November 19-22.

This is the third of such conferences, the first having been called by President Roosevelt in 1909, the second by President Wilson in 1918-19.

The findings of the present conference will run into many volumes. *SCHOOL LIFE*, in this and subsequent issues, will present sections of the conference's work. Educators are advised to watch their professional journals during the coming year for other reports.

SCHOOL LIFE will also give, as soon as possible, information on where the conference's findings are being published.

him. He does not have a favorite in the household, nor is he likely to show jealousy.

The chances are even that he has a favorite story or book. He is read or told a story by his mother rather than his father. He can count a little, has learned rhymes, songs, and prayers but has not learned the alphabet.

He has shown little curiosity about the origin of babies. He tends to be restricted to his home yard in his play and probably plays with other children both at home and elsewhere. Usually he plays outdoors from five to eight hours during the day, either in neighbors' yards or his own. The chances are even that he has attended the movies. If he attends, he goes once or twice a month.

Conditions Better Than Expected

It may be said that our studies on the life of the child in the home reveal a higher standard or practice, when details of care are considered, than was anticipated.

Further, there is considerable evidence in the data of the relation of the level of practice to the socioeconomic level of the family and to the education and background of the parents. There is little or no evidence of a relation to geographical location nor to size of community.

The data for the committee's conclusion were obtained on the basis of an interview with the mother. A worker filled out a blank concerning the family and then filled out an appropriate blank for each child in the family. The committee has available data on 2,757 families and 3,520 children, exclusive of infants under 1 year, of which there are 800.

For this report, material only on the 4-year-old child is included. The final report will cover all ages. The geographical location of the children studied and their distribution by size of community show that they come from every region of the country in fair proportion. A distribution by socioeconomic status shows every social and economic class well represented.

The committee does not wish to give the impression that it feels that this is an absolutely adequate sample of the children of the United States. Rather does it wish to emphasize the fact that the committee took as much care in the selection of the sample as it could under the circumstances under which it worked and to point out that no existing study approaches this one with reference to the number of children studied, to the extent of the information gathered, or even to the completeness of the sample.



A legal aid clinic, introduced at the University of Southern California as an experiment, has become a permanent part of the law school.

How the Schools Could Help Solve the Unemployment Problem

By L. R. ALDERMAN

Chief, Service Division, Office of Education

UNEMPLOYMENT in all parts of the world is focusing attention upon every phase of the employment problem.

One of the first things noticed in any study of unemployment is that unskilled labor is the first to be released and the last to be reemployed. The silver lining to the cloud is that adults can learn and, for the most part, are willing to learn; and experiment after experiment has shown that a man who is unskilled to-day need not be unskilled in certain elements of employment in five or six months from now. The community or State which has the most unskilled labor in proportion to its total population, other things being equal, is the poorest community or State; in fact, wealth rightly can be measured by the skill or education of the population. Skill is the factor in our population that pays taxes and brings prosperity. The community that neglects to develop the abilities of its population is, from an economic point of view, short-sighted.

The unemployment situation justifies an educational program for adults on a scale that has not yet been put into practice in any community. It has been found that a necessary part of any skilled trade is the ability to read well enough to profit by the experiences of others.

There are those that think that a solution of the unemployment problem is to make general a shorter day, a shorter week, a shorter month, and a shorter year. This shorter working time, which is coming and which will need many adjustments before it is a solution of the unemployment problem, will give ample time for the development of skills and education upon a scale not yet enjoyed by any people in the world. This new leisure, if used

in an intelligent way, will bring new values to human life. Many students of the unemployment problem see little hope of everybody's being employed unless a very large number of the population are trained well enough so that they can be self-employed. From every point of view the unemployment problem emphasizes the importance of education.

Inasmuch as unemployment has to do with adults it emphasizes adult education as nothing else has done in the last 100 years. If a community were to try the experiment of taking some of the unemployable of its adult population, 100 community chest cases, for example, and giving them a definite amount of training as we have rehabilitated those crippled in war and industry, the community no doubt would find that it has in its own hands one means of curing its unemployment problem.

America to-day probably has 15,000,000 adults who can not read well enough so that they can follow directions in any manual written for the occupation in which they are engaged. The providing of education for the large percentage of those 15,000,000 who would avail themselves of the opportunity would, at the very beginning, give employment to a large number of teachers who are now out of work and would direct the attention of the public to the solution of general unemployment.

The hundreds of thousands of American schoolhouses that are now used only for a small portion of the day could be used with telling effect upon the unemployment problems, and I doubt if any other investment made by the public would pay such large returns in prosperity and in human happiness.

Coming Conventions

State superintendents of education will meet at Milwaukee, Wis., December 8-9. Commissioner Cooper and Miss Elise H. Martens, will represent the Office of Education at this meeting.



Rural School Supervisors of the Southern States have been called into a conference at Hot Springs, Ark., December 15-16. This conference which has been called by Commissioner William John

Cooper, United States Office of Education, will be under the leadership of Mrs. Katherine M. Cook, chief of the division of special problems.



William John Cooper, commissioner, and J. O. Malott, specialist in commercial education, will represent the United States Office of Education at the thirty-third annual convention of the National Commercial Teachers' Federation, which meets at Des Moines, Iowa, December 29, 30, and 31. Doctor Cooper will address the convention and Mr. Malott will conduct one of the forums.

Educators Join Business Men to Solve Hawaii's School Problem

Make Islands a Sociological Laboratory to Reconcile Democracy's Guaranty of Good Education With Industry's Demand for Labor

By GEORGE M. COLLINS

Chairman, Survey Committee of Agricultural Industry in Hawaii

THE PRESENT Hawaiian school system, with its efficient organization and greatly enriched program of education, is sending into the community each year some 5,000 boys and girls who are unable to find the jobs they want and who do not want the jobs they find.

The increase in school population to 80,000 students and the system of public instruction which has been developed to accommodate it are a natural result of the growth of industry in these islands.

The first plantation was started in 1835 on the island of Kauai. The gold rush to California in 1849 and the outbreak of the Civil War in 1861 stimulated a demand for Hawaiian sugar. The treaty of reciprocity between the United States and Hawaii in 1875, allowing Hawaiian sugar into America free of duty, marked the real beginning of development. Since annexation in 1898 the growth of the industry has been continuous. In the 55 years which have elapsed since the treaty of reciprocity the exports of Hawaiian sugar have increased from 12,000 to more than 900,000 tons.

Irrigation on a Large Scale

Science has been a big factor in this increased production. There has been little expansion in planted areas in the last 25 years. Greater tonnage has been obtained through intensive cultivation, the scientific application of fertilizer, the control of insect pests, and the development of new cane varieties more resistant to disease and higher in sugar content, mills have been rendered constantly more efficient; costs have been reduced by labor-saving devices in both field and factory; and huge systems for supplying irrigation water have been constructed. One plantation alone has a pumping capacity of 120,000,000 gallons of water per day, three times the quantity of water consumed by the whole of the population and industries of San Francisco and one and one-half the quantity used by the city of Boston.

Mountains have been tunneled, and hundreds of miles of canals and ditches have been built. Hawaii's irrigation systems are among the finest in the world. They are unequalled in any other sugar-producing country. It is safe to say that without the continuous aid of science and the large-scale farming methods employed

by the planters of Hawaii, the sugar industry would long since have succumbed to destructive world competition.

Sugar and Pineapples, Chief Wealth

In the last 25 years the growing and canning of pineapples has developed from an experiment into a highly successful and profitable industry. Large areas of land not suitable for growing sugarcane have thus been rendered productive. The strength of this new industry is shown by this year's pack, the total value of which is estimated at approximately \$45,000,000.

These two agricultural industries, sugar and pineapples, are the chief source of the wealth and prosperity of these islands, the foundation upon which the whole economic structure of the Territory rests. That they continue to operate profitably is vital to the welfare of Hawaii.

The demand for workers to develop Hawaii's resources has brought men from

all corners of the earth to work on the plantations. As early as 1850 the sugar planters began to look to other parts of the world for help. This was due to the growth of the industry and a decline in the supply of native workers. Commencing in 1852 and continuing until annexation in 1898, the work on the plantations was performed chiefly by Chinese laborers, more than 37,000 of whom had arrived during this period. Then came Portuguese immigrants from the Azores and Madeira Islands to the extent of more than 20,000. Between 1885 and 1907 Japanese workers came in large numbers, nearly 20,000 having arrived in the first year following annexation. To-day most of the field work on the plantations is performed by Filipinos, who now number more than 60,000.

In the early nineties the minimum plantation wage was at the rate of \$13 per month. To-day the minimum wage is \$28.60 per month, but nearly all laborers earn far in excess of this amount.

Second Generation Leaves Plantation

Notwithstanding a gradual improvement in both living and working conditions on the plantations and a wage many times that paid to labor in other sugar-producing countries, there has been a drifting of each successive wave of imported labor into the towns and cities. The second generation is not remaining on the plantation to till the soil in any appreciable numbers. Parents, naturally ambitious, wish to see their children elevated above the level of the unskilled worker. The father wants his son to have an easier time in life than he had, freedom from a life of toil and sweat; and the school, our system of education in a democracy, is the means by which this escape is possible. An education! A degree! These are the things his child must have in order to be successful; and he is willing to make every sacrifice in order that they may be attained.

We must have schools; we must have education as a means of preserving the State. If democracy is going to succeed, its citizens must be able to think and act wisely. Furthermore, what are we going to do with children until they are 16 years of age? Industry does not want them. The school is the best answer society has



DRESSED FOR A HAWAIIAN PAGEANT

Pineapples and sugar have brought men and women of many nations to her island home—Chinese, Japanese, Americans, Portuguese, Filipinos, and others. Hawaii is a Pacific melting pot in which the native Hawaiian element has been greatly diluted.

been able to give to this question thus far. The problem, therefore, seems to be one of devising a plan whereby the essential work of industry, labor with the hands, may be done by educated citizens. Here in Hawaii it is a problem of finding some scheme by which the work of tilling the soil in Hawaii's basic industries, work with the hoe, an implement for which no substitute has yet been found, may be performed by native-born workers, the product of our schools. And in the solution of this problem the school is only one of several important factors.

The work which the Territory vitally needs to have done is being performed by imported alien labor, while the schools are turning out young people to the extent of about 5,000 a year who are seeking employment elsewhere than on the plantations. Where can we find work for these young folks? What will be the condition in another 10 years when our population has increased another 100,000?

Governor Appoints Committee

Realizing the seriousness of this problem, His Excellency the Governor of Hawaii appointed an advisory committee on education for the purpose of making a preliminary investigation and report, to be used as a basis for his message to the legislature which convenes next February. Following is the statement of objectives adopted by the committee:

A large proportion of the income received from taxation in Hawaii is devoted to public education. Laborers are being imported from the Philippines, and at the same time it is alleged that we are facing a problem of unemployment. Statements are made to the effect that the product of the public schools will not do the necessary work of the basic agricultural industries of Hawaii. The counter assertion may be heard that the economic and social conditions in these industries are such that it can not be expected that the product of democratic institutions and public education will enter them.

The first objective of this committee is to analyze existing conditions of education and industry in the Territory of Hawaii. On the basis of such analyses it is the second objective of this committee to suggest ways whereby the future citizens of these islands shall be adapted to do the necessary work thereof and, on the other hand, that occupational opportunities may be shaped, as far as possible, to provide employments for the maturing young people of Hawaii wherein they may find reasonable rewards and satisfactions.

Survey Covers Industry Also

The work of this committee is to be divided into three parts: (a) Survey of the schools; (b) survey of industry, and (c) coordination of schools and industry.

(a) *Survey of the schools.*—The purposes of the survey of the schools are to disclose the facts relative to (1) population trends, income from taxation, school costs, and organization of public instruction in Hawaii; (2) characteristics of the school population; (3) equipment, curriculum, methods of instruction and efficiency of the various types of schools; (4) ambitions and plans of the pupils and their parents; and (5) present relations of schools and industry in Hawaii and the occupations of the school product.

(b) *Survey of industry.*—Habitually idle persons who are able to work are parasites; their numbers should be kept to a minimum, be their parasitism voluntary or involuntary. In order to coordinate education and industry, we must know the needs and occupational possibilities of industry. How many persons are re-

quired to operate our existing industries? What education is required for efficiency in the workers? What are the compensations? Are the conditions consistent with American citizenship? The answers to these fundamental questions are necessary before we can know whether we must face a problem of new industries to supply occupations or of emigration to other places. It is clear that there is a maximum cost of labor per ton of sugar and per case of pineapples beyond which we can not go. At that maximum, if the wage per worker increases, the workers per ton or per case must decrease. With an increasing population we may be on the horns of a dilemma—inadequate wages and many employed; higher wages and more unemployed.

But first we need the facts, and to secure them is the business of our survey of industry.

Business Leaders Serve: Hire Expert

In organizing the committee it seemed clear that since industry is paying the major share of the cost of public education and is so vitally concerned in the product of the schools, it should occupy a controlling position. The first step, therefore, was to ask some of our outstanding business leaders to sit on an executive committee and to assist in completing the organization of the 21 separate committees required to make the survey. On this committee are: The presidents of two sugar agencies; the president of a pineapple company; the president of our railroad; the manager of a sugar plantation; an ex-president of the University of Hawaii, a noted chemist and leader in research in the pineapple industry; and the director of the Bishop Museum, chairman of the Pacific Relations Committee of the National Research Council.

To aid further in the solution of this problem, the Hawaii Bureau of Govern-

mental Research, after careful study as to the outside educator qualified to help us, has arranged, at its expense, to bring Dr. Charles A. Prosser, president of Dunwoody Vocational Institute, of Minneapolis, Minn., to Hawaii for a period of two months.

It may be pertinent to ask what we hope to accomplish as a result of all this effort. It is difficult now to see what the outcome will be. If it were possible to do so we should lose much of the thrill of working out our destiny. Two things, I feel sure, we shall have when we are finished: One, a comprehensive body of facts relating to the public-school system of the Territory—costs, curricula, etc.; and the other, a fairly complete picture of the employment possibilities in industry throughout the Territory. How the two are to be coordinated is another question. Another thing that I feel may come out of it is a better understanding between the educators on the one hand and our industrial leaders on the other. The school people, I hope, will develop greater sympathy for the problems of industry in Hawaii, an appreciation of the fact that the public-school system, as well as all the other functions of government here, is sustained by industry. Our business leaders will, I hope, on the other hand, appreciate the difficulties under which the school department works, and the desire which the schoolmen have to meet the needs of industry, once they understand clearly what those needs are. Out of such understanding progress is bound to spring.



TWENTY NATIONALITIES MAY BE REPRESENTED IN A HAWAIIAN CLASSROOM

Between 1885 and 1907 Japanese workers came in large numbers, nearly 20,000 having arrived in the first year following annexation. To-day most of the field work on the plantations is performed by Filipinos.

What About Radio and Education? Some Questions and Answers

Mr. Perry Gives Expert Testimony on Vital Points Before Advisory Committee on Education by Radio

THE Advisory Committee on Education by Radio was appointed by the Secretary of the Interior to make a fact-finding study of the status of radio as an educational tool.

Armstrong Perry was one of the chief investigators for the committee. He is at present loaned to the committee to continue the study opened up by it.

Twenty-eight questions, each one of vital interest to educators, were put to Mr. Perry. Some of the pertinent questions and answers are printed below. SCHOOL LIFE will have many articles on education's use of radio.—EDITOR.

3. What is the extent of educational broadcasting in this country?

Mr. PERRY. An average of 1,000 hours a day on the 600 or more broadcasting stations in the United States, I believe to be a conservative estimate of the time devoted to programs of an educational nature, including courses of instruction, lectures, informal talks, and concerts with interpretive remarks.

The study of radio programs as printed in the daily papers shows a large proportion of features of an educational nature.

4. What is the reaction of educators to the educational programs already put on?

Mr. PERRY. Comparatively few educators appear to be adequately informed concerning educational programs.

Those who have participated in experiments in the use of radio in formal education usually express themselves as satisfied with the results but desirous of better facilities for developing such work. Some who have observed, but not participated in, such experiments, have shown reactions ranging from lack of conviction to lack of interest, and many reserve judgment. Most educators express high appreciation of certain informal educational programs which they have heard, including talks by leaders in various fields of knowledge, concerts by great musicians, and drama of literary or historical value.

The courses in "Music appreciation" broadcast by Walter Damrosch over the National Broadcasting Co. chain are the most widely known and approved courses available to public schools.

6. What methods have been developed for measuring the effectiveness of education by radio?

Mr. PERRY. In Ohio the State department of education conducts the Ohio School of the Air, broadcasting educational programs which are received in approximately 8,000 schoolrooms. Under the direction of Dr. John L. Clifton, director of education; Mr. B. H. Darrow, director of radio education; and Dr. W. W. Charters, head of the bureau of educational research of Ohio State University, many teachers, principals, and superintendents observe and report the results of these programs. The reports are studied, checked, tabulated, and charted. The effectiveness of this education by radio is measured as the effectiveness of other means of education is measured.

Teachers College, Columbia University, is conducting an experiment in education by radio in several groups of rural schools. Prof. Mabel Carney is supervising the experiment and Miss Margaret Harrison is immediately in charge. Programs of an educational nature are selected from those announced daily by broadcasting stations that can be heard by the schools cooperating in the experiment. Lists of the programs are sent to the cooperating schools where teachers select such programs as they believe to be best suited to their needs. The effect of the programs on the pupils is carefully observed and reported. The reports are studied, checked against personal observation by Miss Harrison, and evaluated.

In California a state-wide committee, organized by the State superintendent of public instruction, is (a) determining the values of education by radio; (b) grading

the values; (c) cooperating with broadcasting agencies to see that school radio programs are carried on without any noxious advertising approaches; (d) finding out what kind of radio equipment is best for schools.

In Wisconsin it is reported that the State university had the second broadcasting station to be established in the United States, and the first in an educational institution. After years of educational broadcasting, plans are being made for more extensive experiments to be conducted by the State's best educators and accompanied by study and research for the purpose of evaluating the results.

Stewart Bryon Atkinson, principal of the Upton (Mass.) High School, prepared in 1927 a thesis on "Radio in secondary education" in which he aimed as a result of study conducted by the questionnaire method, to (1) determine the present status of the radio in regard to its use in secondary education; (2) critically evaluate (a) the radio machine as an object to be studied, constructed, and operated, and (b) the radio program as a source of education; and (3) suggest possible lines of progress in the future use of the radio as a machine and as a sound-producing instrument.

8. What is the attitude of commercial broadcasters and of the radio industry generally toward educational broadcasting?

Mr. PERRY. Almost unanimously, commercial broadcasters favor educational broadcasting. The time given free of charge for educational programs is a part of their large contribution to education. One broadcasting chain is reported as spending \$300,000 a year on a program for schools which occupies one period per week. Another offered to place a daily period, for which advertisers would pay \$333,000, in the hands of any group of educators that would provide suitable programs. After a long and unsuccessful search for an educational organization willing to use this time, this company found a commercial sponsor for the school program.

Formal instruction is less heartily welcomed by commercial broadcasters than educational programs more adaptable to a general radio audience. One station manager expressed the attitude of many when he said: "We are for educa-

Radio broadcasting has just celebrated its tenth anniversary. What will the next 10 years bring? How can education use this new agency?

No person interested in the future of education can afford to be ignorant of developments in radio.

For the educator the Report of the Advisory Committee on Education by Radio (246 pages) is an indispensable handbook. Copies can be obtained by addressing the committee, care of the Office of Education, Washington, D. C.

tion, but it must be education with a show. We can not afford to lose our audience by putting on programs that appeal only to special groups. We see no place in the air for classroom instruction."

In some instances periods given for years for educational programs have been sold to advertisers as soon as purchasers were found, as in the case of WBZ and the programs of the Massachusetts Division of Extension. In other instances commercial broadcasters have continued to give time for educational programs after such time became salable at high prices as in the case of station WLW and the Ohio School of the Air. Some have stated that it was necessary in order to maintain the prestige of a station and hold an audience of value to advertisers to give the audience a fair proportion of programs of educational value. This is the attitude of practically all of the commercial broadcasting stations, whose licenses from the Federal Radio Commission require them to operate in the public interest, convenience, and necessity.

Some commercial stations place no restrictions on educators who provide talks or other programs. Others specify the types of programs and talent desired. Some insist that educators using their stations shall study the special technique of broadcasting in order that their programs may be successful from every point of view, as in the case of station KMOX, St. Louis.

9. *What is the relation of the educational broadcasters to the commercial broadcasters?*

Mr. PERRY. The relation of the educational broadcaster to the commercial broadcaster whose time he accepts free of charge is that of a guest to his host. When station WTIC found that the programs broadcast by the State department of education the second year of its experiment did not attract as large audiences as the musical programs of the first year, and that the legislature was unwilling to appropriate money for better programs, it made it clear that it did not wish to continue making time available on the same basis to the department of education.

The relation of an educational broadcaster to a commercial broadcaster whose facilities he uses at a price is that of a customer to the business concern which he patronizes. Hamline University pays for some of the time used on station WCCO. The Utah State Department of Education pays for some time on a station in Salt Lake City, and prefers to do so rather than to accept the time free of charge.

The relation of an educational broadcaster who owns and controls his own station to a commercial broadcaster who also

operates a station in the same territory is that of a competitor for the radio audience and, possibly, that of a rival in a struggle to secure from the Federal Radio Commission authority to use a coveted wave length, hours of operation, or amount of power. Practically all of the college and university broadcasting stations are obliged to share time on their wave lengths with commercial stations, and the reason commonly given for their not having needed time, power, and wave lengths is that they do not reach as large audiences as the amusement stations.

11. *What are the requisites of successful educational broadcasting?*

Mr. PERRY. (a) Efficient, popular broadcasting stations, (b) radio personality, which includes such elements as a pleasing voice, clear enunciation, sympathy, naturalness, humor; (c) knowledge of and experience in the technique of radio broadcasting; (d) standing in the field of education on the part of stations and talent; (e) continuity—radio audiences have to be "built up" by providing interesting programs at regular periods for a considerable length of time; (f) newspaper and magazine publicity.

17. *What has been the success of broadcasting for schools?*

Mr. PERRY. Connecticut reported an audience of 125,000 in five States for its first State school program, and a regular audience of 25,000 during the first year. The second year, with talks by teachers untrained in the technique of radio taking the place of music appreciation, the audience was reduced in about the same proportion found in changing from any musical program to any ordinary talking program. The experiment was discontinued when an effort to secure an appropriation from the State legislature failed.

In Oakland, Calif., experiments were conducted for several years by the city school department. Reports at the time indicated that they were successful. They were discontinued after the man responsible for them went to another field. Recent reports indicate that the members of the committee in charge were not agreed as to the degree of success attained.

In Atlanta, Ga., the schools were equipped with radio by a radio concern. Programs were broadcast under the direction of the city school department. Reports at the time indicated success. The experiment was discontinued because, it was reported, no money was provided for the upkeep of the radio equipment.

In California, the "Standard school broadcast on the Pacific coast" is financed by the Standard Oil Co. of California. The weekly programs of music appreciation are reported as being received by an

increasing audience in five or more States. Lesson leaflets are offered free of charge and a total of 4,000 or more is distributed for some lessons.

The Ohio School of the Air is the most complete, the best organized, and the most successful effort to provide instruction by radio for the public schools of a State in our country. To a greater or less extent it reaches more than half the States in the Union. The State legislature, four months after the opening program, appropriated \$40,000 to pay the expenses of the School of the Air for two more years. Inside information is to the effect that no dissenting voice was raised against the appropriation.

The Damrosch course in music appreciation, sponsored last year by Radio Corporation of America and this year by National Broadcasting Co., reaches an audience estimated at from 2,000,000 to 8,000,000 throughout the United States. It is said by educators to be of great educational value and it appears to be more generally known than any other school program. As a pioneering effort it undoubtedly has been of the greatest importance to education, demonstrating the practicability of broadcasting school programs on a national basis in America.

England has had national radio programs for schools since 1923. From the beginning until the present the reports have indicated success.

Germany also has a national system that is reported as successful.

Austria experimented with "Radio-Bild," a system for adding to school radio programs visual illustrations thrown on a screen by a projector. It was reported that many schools were too poor to purchase even the cheapest apparatus and that, for this reason, the system was only partially successful.

19. *What is the relation of broadcasting to schools, so far as it has been developed, to school programs and to school instruction?*

Mr. PERRY. The relation of broadcasting to schools, so far as it has been developed, to school programs, has been that of supplementary instruction, offered without charge or obligation. The period of the day devoted to school broadcasting usually has been determined by the suggestions of teachers, principals, and superintendents, and no executive pressure has been brought to bear to compel the schools to listen to programs. In Ohio, the daily radio period is made a study period by schools desirous of using the radio programs, so that no recitations are interrupted. Teachers may bring in the programs if desired, and pupils may listen or study their books as they choose.

The relation of the radio programs to school instruction is supplementary.

Radio brings a good course in music appreciation to many schools that otherwise would have a poor one or none. It brings lessons in geography, given by an authority on the subject, to schools whose teachers never were beyond the borders of their own States and therefore lack the inspiration that travel gives. It enables students of civics to hear problems of government discussed by public officials who are handling them. It enabled millions of pupils, who never before had an opportunity to participate in an important event in our country's history, to listen to the inaugural ceremonies of the President of the United States.

20. *What appears to be likely to be the relation of broadcasting to schools, as it may be expected to develop, to school programs, and to school instruction?*

Mr. PERRY. There appears to be no prospect of immediate change in the relation of school broadcasting to school programs or to school instruction. The vision of a school taught entirely by means of radio is of journalistic and not of educational origin. The use of radio is increasing in schools. Television, which it is announced will be on a practical basis within a year or two, suggests possibilities not yet reached even by the talking motion pictures. But educators continue to regard radio as a supplementary agency which will be used when it can provide, for a short period, instruction or inspiration of an order not otherwise available in most classrooms.

Seventy leaders in the field of home economics, met at Ames, Iowa, November 10-11. The conference, which delved

into the numerous problems facing the home and family in a changing civilization, was called by the Office of Education in cooperation with the Iowa State College of Agriculture and Mechanic Arts.

Emeline S. Whitcomb, specialist in home economics, represented the Office of Education at the meeting. The progress committee, headed by Frances Zuill, professor of home economics, University of Iowa, Iowa City, recommended to Commissioner Cooper some urgent needs for the improvement of home economics education. These recommendations will be reported in the January issue of *SCHOOL LIFE*.

Forthcoming Publications of Office of Education

Five new bulletins and one pamphlet of the Office of Education are in process of publication and will be delivered by the Superintendent of Documents, Government Printing Office, Washington, D. C., within the coming month.

Teachers Guide to Child Development, a manual for kindergarten and primary teachers, makes available to the Nation's teachers the major part of the recommendations of the California Curriculum Commission. As Office of Education Bulletin, 1930, No. 26 (35 cents), it is being published simultaneously with the California publication. It suggests activity programs for all types of schools within the kindergarten-primary range. The bulletin replaces an older bulletin, 1919, No. 16, which is now out of print.

The library division of the Office of Education has compiled a Bibliography

of Research Studies in Education, 1928-29, which will be released as Bulletin, 1930, No. 23 (45 cent). This comprises 275 pages of references to research in all fields of education. It is the third of the annual printed publications of educational research.

Housing and Equipping the Washington Child Research Center, Pamphlet No. 13 (5 cents), gives concrete suggestions of the cost, equipment, and other factors entering into the establishment of a research type nursery school.

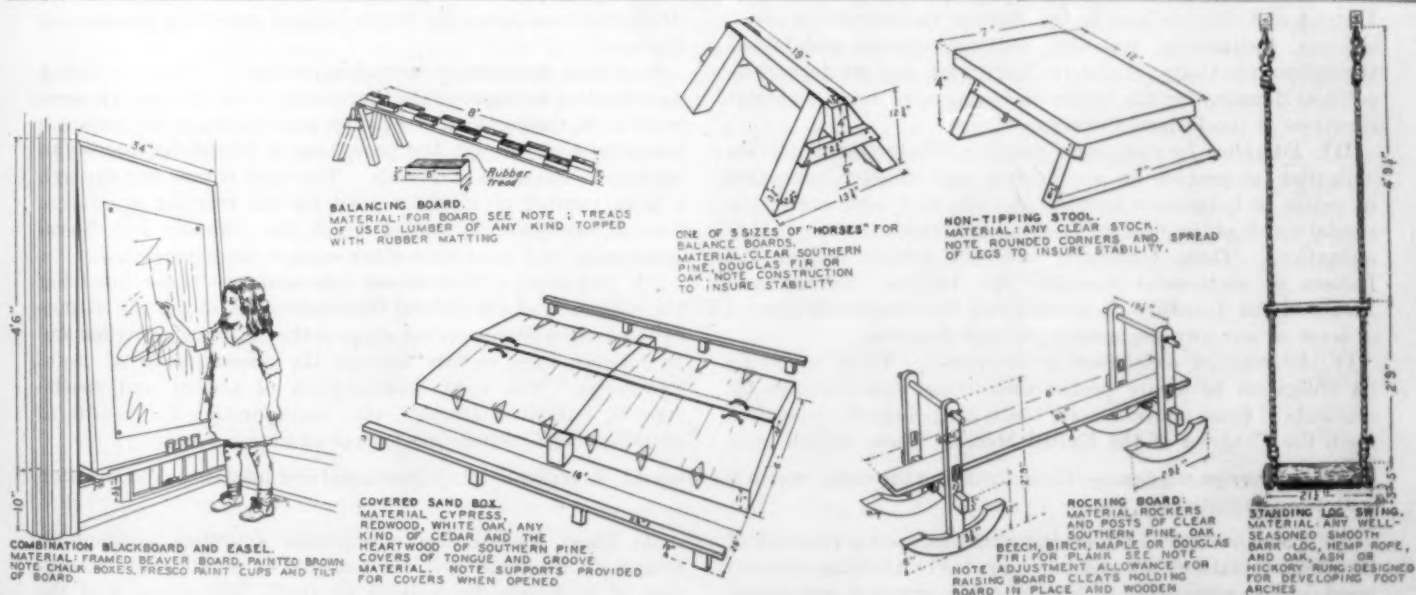
A list of all accredited high schools in the United States will be made available in the Office of Education Bulletin, 1930, No. 24 (25 cents), Accredited Secondary Schools.

The first Office of Education study since 1922 of an educational system of a foreign country will appear upon the delivery by the Public Printer of Bulletin, 1930, No. 17 (20 cents), Secondary Education in Norway, by Gabriel E. Loftfield, Mount Vernon Junior College, Mount Vernon, Wash.

Land-grant Colleges and Universities, Bulletin, 1930, No. 28 (15 cents), will give a résumé of statistics and information related to this group of institutions for the year ended 1929.

National Association of Teachers of Speech

The annual convention of the National Association of Teachers of Speech will be held at the Hotel Stevens, Chicago, on December 29, 30, and 31, with a fourth day, January 1, given entirely to the study of disorders of speech.



MANY OF THE TOYS SCIENTIFICALLY DESIGNED FOR A MODERN NURSERY SCHOOL CAN BE MADE BY ANYONE HANDY WITH TOOLS

Diagrams of pieces of equipment made for the new home of the Washington Child Research Center appear in "Housing and equipping the Washington Child Research Center," Pamphlet No. 13 (5 cents), published by the Office of Education. Some of the most popular toys were made by a parent in his basement workshop. Woods suggested for the toys are southern pine, northern white pine, North Carolina pine, pondosa pine, sugar pine, eastern spruce, Sitka spruce, California redwood, and western hemlock. For sliding boards use edge grain lumber as protection from splinters. Outdoor equipment should be kept well painted as protection from the weather. A satisfactory undercoating consists of aluminum powder and high-grade spar varnish, 2 pounds of powder to a gallon of varnish. Give two coats, allowing 24 hours between coats, after which one or two coats of lead and oil of any desired color may be applied.

United States Seven Services to Education

To the Aleut boy in Ketchikan, Alaska, to the daughter of a Navy officer stationed on the lonely Pacific island of Guam, to the proud young corn grower 4-H club member in Arkansas, to the cadet at West Point, and to the State official seeking comparative school statistics, the United States is duty-bound to provide educational aid.

These and other multifarious, world-wide activities of the United States Government that come under the head "Education" have been the subject of study by the National Advisory Committee on Education during the past year and a half. The committee found in every department and in many commissions, boards, and institutions, within or associated with the Federal Government, educational activities of the greatest variety. After sifting and winnowing their data, the committee was finally able to divide the Federal responsibilities in the field of education into the following seven groups:

I. Assistance to States.—Those involving the obligation of the Federal Government to assist the States in the education of the people under the legal jurisdiction of the States.

(a) These include congressional acts providing land grants and money grants by way of endowment for education, grants of moneys for the annual operation of special educational activities in the States. Together these express a general historic policy of granting financial aid in some form to the States.

(b) They also include the intellectual assistance which the Federal Government gives to the States (1) in the form of educational information, the product of wide collection, or of investigation and research conducted under government auspices, and (2) in the form of advisory services rendered by specialists in fact-finding who appraise or survey educational situations and movements for the benefit of education in general.

II. Schools for citizens outside State jurisdiction.—Those involving the direct and full obligation of the Government to provide or aid in making available school facilities comparable to those in the States, for the education of those citizens who, by virtue of employment or residence within reserved Federal districts, are not subject to the legal jurisdiction of the States or entitled to the use of their educational facilities.

(a) These various schools and school systems constitute a Federal reservation school system which operates in the Federal District of Columbia and in the Federal Government's posts, stations, institutions, reserves, and reservations maintained throughout the United States, its Territories, and its dependent political domains for the better performance of various special functions of the Federal Government.

III. Education for indigenous peoples.—Those involving its obligation to provide an appropriate and effective education to native or indigenous peoples who are, in a large sense, the special wards of the Federal Government, under treaty or other obligations. These peoples of different culture include the Indians of continental America, the Indians, Eskimo and Aleuts of the Territory of Alaska, and the indigenous peoples of some of our own dependent political domains.

IV. Educational obligations to Territories.—Those involving its obligation to assure proper educational opportunities for residents of those political units which are politically dependent upon the Congress of the United States. These include such

VII. Foreign relations.—Those involving the obligation of the Federal Government for educational and intellectual cooperation with friendly nations.

(a) These include all intellectual and educational relations of an international sort, arranged or approved by the State Department, such as committees on intellectual cooperation, congresses, or more stable institutions, such as the Pan American Union, admission to West Point and Annapolis of cadets from other nations, the loaning of military and naval officers, etc.

(c) Likewise they include all later efforts to stimulate special forms of research and education in the States as in the case of training in agriculture and the mechanic arts, providing for agricultural experiment and demonstration, establishing extension teaching in rural communities, and initiating vocational education in the high schools of the States.

(d) They include, too, the recent attempts of the Federal Government to improve education through controlling cooperations with the States which involve in certain special fields of instruction the setting of minimum standards touching teacher training, school equipment, subjects of instruction, time schedules, and similar strategic elements in the educational policy and procedure, which are the conditions of Federal financial aid.

political dependencies as the Territories of Alaska and Hawaii the outlying political dependencies of the Philippines, Porto Rico, the Canal Zone, the Virgin Islands, American Samoa, and Guam.

V. Schools for training Government personnel.—Those involving its obligation to improve the functioning of the Federal Government itself, through better selection and training of its operating personnel and through the provisions of knowledge needed to improve the practice of officials. This need is now met through a large number of special schools for the training of governmental functionaries, among which the Military and Naval Academies, and numerous other schools are examples.

VI. Diffusion of Government information.—Those involving the obligation of the Federal Government to inform the citizens of the United States on the state of the Nation's activities and to enhance their welfare through the dissemination of useful knowledge. The wide dissemination of annual and special reports, bulletins, circulars, etc., incorporating the results of investigators, illustrate this type of educational activity.

(b) These include the educational activities incident to temporary cooperation in the financial or political administration of such friendly nations as Haiti, Nicaragua, and the Dominican Republic.

200 Years of American Education 1830-2030¹

By WILLIAM JOHN COOPER
United States Commissioner of Education

CENTENARIES furnish us good occasions not only to take stock of what we have and to note how far we have come, but also to think about future goals and to consider the best means of attaining them. Let us take both a backward look over the road we have traveled in public education and also a glance ahead in an endeavor to ascertain where we shall try to break a trail over the barriers that lie ahead.

Let us turn the telescope of history on that distant scene one century ago!

In the still sparsely settled West we can see a lad of 11 years with an uncanny thirst for knowledge mastering his mother tongue by study of the King James Bible. For this lad no school exists.

In 1830

In that scene appears none of the splendid elementary schools that are in existence everywhere to-day. The limited number of secondary schools are open only to a few city dwellers who can afford to pay tuition for their children's education. Let us examine these schools more closely. These elementary schools are not conspicuous buildings in the larger cities. Yet they do house schools. But what a poor attendance of pupils! Few indeed are the girls. More boys are at work in factories than there are in school.

Here is a young worker who went to school last year. His father does not feel able any longer to pay the rate bill for his education. Sixty cents it cost him last year for Harry's 88 days in school. This year the 60 cents are needed for other things.

Here in New York City appear some large schools offering instruction without

charge to parents. But what large classes they have! New York State, under the leadership of its statesman, Governor Clinton, had taken the lead in promoting free education of elementary grade. He had been able to do this by using Lancaster's monitorial system of large classes and pupil tutors.

Let us observe the school at work. The pupils memorize passages from their readers which they recite to the tutors. They learn "by heart" the hard words in the spelling books. The master lines them up in two rows for the "spelling down" recitation. They cipher through puzzling problems in arithmetic.

This schooling, which seems so meager and would prove so entirely inadequate under present-day conditions, was, in an era of simple accounts, few books, no magazines, few and expensive newspapers with infrequent mail service, reasonably satisfactory. From such humble beginnings has American public education sprung!

In 1930

To-day all our large cities provide magnificent fireproof school buildings, especially planned. In them are to be found practically all children of elementary-school age and more than half of those of high-school age. These pupils are taught by well-prepared, professionally minded teachers. The curriculum is adapted to needs as varied as society's demands and is adjusted to the individual capacities of pupils.

But let us swing the telescope around and attempt to see what the future holds. Very dimly, indeed, can we see the American Republic of 2030. The standard of living is higher than ever dreamed by

Utopian philosophers. The affairs of state are in the hands of men and women especially trained to discharge public responsibilities. Intelligence has largely displaced emotion in settling public issues.

In 2030

All professional colleges, including teaching, demand a long and arduous preparation in the sciences basic to their practice and a high degree of skill in practice. The members of these professions are actuated by the principle of human service, not personal gain. Accordingly they are the recognized leaders in formulating public policies. Excellent universities are maintained for them and ample opportunity is afforded for continuous study and research throughout life.

Automatic machinery has removed burdensome toil from the backs of men. Trades and merchandising jobs have been so fully analyzed and simplified that these callings are learned during the early stages of employment. The public-school system stresses, therefore, how to live rather than how to make a living.

Most youths are in school until they become of age, learning how to care for their health, how to spend their leisure time to advantage, how to discharge their civic duties, how to make worthy homes and be capable parents.

Many changes in administration have come about. The poverty-stricken school district of 1930, with its underpaid and poorly educated teacher, has disappeared. Schools are administered by States through such units as afford reasonable financial responsibility. Equality of educational opportunity is guaranteed through State and Federal equalization funds. The few children who are physically disabled receive individual instruction in the sanitarium if necessary. The children who live in the mountain passes and on lonely ranches are taught by a staff in the State superintendent's office. The air mail, the radio, the talking picture, and television have all been combined to make this instruction thoroughly effective.

Where Reports of the National Advisory Committee's Work May Be Found

The National Advisory Committee on Education issued in July, 1930, a Memorandum of Progress. This is now entirely out of print. However, a very full account of the organization and work of the committee may be obtained from the educational periodicals.

The *School Review* for September, 1929, gives an account of the first meeting, with the personnel of the various committees and the problems suggested for the study of each. This article quotes in full the report of the meeting given in the *United States Daily*.

In the *Educational Record* for January, 1930, the chairman, C. R. Mann, gives a full account of the second meeting of the committee which was held in Washington, October 14, 1929. He sets forth in detail the preamble and theses which were discussed and approved. The report also covers progress made during the ensuing three months. The appointment of a group of Federal representatives to cooperate with the committee is reported and a list of members of this group as well as the committee itself is appended.

A number of national organizations were asked to appoint committees to confer with the National Advisory Committee on Education. A digest of the reports of these committees is given in the *Educational Record* for April, 1930.

A full statement of the purposes and work of the committee is set forth in an address made by Dr. Henry Suzzallo, who is directing the collecting of information, before the National Council on Education at its thirteenth annual meeting, held in Washington, May 9-10, 1930. This address is given in full in the *Educational Record* for July, 1930.

These articles together form a fairly complete account of the origin and progress of the NATIONAL ADVISORY COMMITTEE ON EDUCATION up to the present time.—Sabra W. Vought.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION

Editor WILLIAM DOW BOUTWELL

Terms: Subscription, 30 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

DECEMBER, 1930

*A Suggestion from the Cement Industry*¹

IF I WERE to draw a parallel between the cement industry and the printing industry I think it would be helpful. Not that it is parallel in many particulars, but, at the beginning of this century the cement industry of this country was a small industry, comparatively. The leaders of that industry saw clearly that what was needed was a wider use of cement for roads all over this country. They organized nationally to promote good roads. They joined with every State, national, and local organization for the promotion of good roads. Now we have good roads leading into almost all parts of this country, and the cement industry has profited thereby.

The printing industry is interested in general education in the same way that the cement industry was interested in the promotion of good roads.

In a certain county in North Carolina about 10 years ago there were 7,000 white illiterates around the city of Asheville, in Buncombe County. They had poor roads, they had poor schools, the attendance in those schools was very poor in spite of a compulsory attendance law. There were no newspapers taken in some sections. They had no welfare societies. They had poor health, small, poor homes, very low earning power.

A woman came into that district for her health and improved her health. While she was riding around over the country she noticed how beautiful the county was and how meager were the homes that were there and how narrow the lives of the people. She thought to herself, "I will see what I can do."

She met some of these people and found they were intelligent folk; that they really wanted to have an opportunity to live in the sense that we consider life. She taught a few of those people. She found that they could learn. They were anxious to learn. Others came to her aid. She made it a part of the county system, and for 10 years

¹ L. R. Alderman, Chief of Service Division, Office of Education, before the Convention of the United Typothetæ of America at Boston.

*Negro Education Rise Traced by Secretary Wilbur*¹

THERE IS no more amazing picture in the history of education than that presented by the American citizen of the Negro race. His advance forward with our civilization has been phenomenal.

It is natural that he should reflect the social conditions of his environment. These are shifting for him every day.

While in 1860 most negroes were living in a civilization which was primarily agricultural, and for the most part upon land owned by others, we now have tens of thousands of homes and farms owned by negroes, and about one-third of them are living in our cities instead of in the rural districts. In fact, the migration of the Negro to the industrial centers has been one of the striking migrations of peoples on this continent. During the last 50 years there has been constant adjustment of the Negro to the new industrial age with its demands that men shall be sorted in accordance with their abilities to do different things.

Can Choose Procedures by Facts

Education gives elasticity to the individual in meeting changes. The Negro has shown not only capacity but elasticity to a degree that indicates that he will continue to make adjustments to new conditions. The Negro is now making good in all walks of life. Some have attained distinction in law, medicine, dentistry, and education. Others have shown good capacity in administration. The leaders in these fields have not only great opportunities but great responsibilities, for it is important that others should follow them.

Along with the development of these outstanding leaders there has been the general rise in the condition of the masses of the race. Out of these masses must come more leaders. A steady improvement will depend upon the increase of educational opportunity and an increase

¹ From an address by Secretary Wilbur over station WRC, Washington.

in the share that the Negro will have in the economic life of our country.

Our educational aims are no longer based upon authority, or caste, or tradition, but rather upon the needs of the individual and society and the innate capacities of those to be trained. Scientific investigation has given us many new methods, and instead of following the blind path of the past we can now choose our procedures by facts derived from research. More and more men and women are devoting themselves to the scientific investigation of the Negro boy and the Negro girl. This will permit an improvement of the educational work in all of the different grades and in the higher levels of education.

Specialist in Office of Education

The United States Office of Education of the Department of the Interior is interested in the study of all that is going on in Negro education throughout the Nation. It is endeavoring to assist in the guidance of the workers in this important field. The right methods, if thoroughly established and given the widest possible use, will give us the greatest results in the shortest space of time.

At present in the Office of Education the section on the education of Negroes consists of one specialist, a man, one assistant specialist, a woman, and one stenographer-clerk, a woman. They are being assisted and guided by a committee of some 20 men and women educators of both races who have had successful experience in educating Negro students, both children and adults. We hope that their work will stimulate interest in bringing an educational opportunity to every Negro, young and old. Our Government and our economic system both depend upon an informed and contributing citizenship. Education will permit the Negro not only to obtain a secure economic position, but also to do his full share as an American citizen.

that process has been going on. Now 6,000 of those 7,000 are in the fourth, fifth, sixth, seventh, and eighth grades. The circulation of newspapers has increased 100 per cent in the whole county, the sale of books has increased, roads have improved, health has improved. The general happiness of the whole people has improved.



New Education Magazine

Volume 1, number 1, of the Liberal Arts College Bulletin has just been issued. This magazine will be published bi-monthly in the interest of the Liberal

Arts College movement. A committee of 15, with executive offices at Washington, D. C., where the movement recently originated, forms the controlling board.



Claxton Heads Normal School

Dr. P. P. Claxton, United States Commissioner of Education from July 8, 1911, to June 1, 1921, has been appointed president of the Austin Peay Normal School, Clarksville, Tenn., to succeed John S. Ziegler. Doctor Claxton left the Office of Education to become provost at the University of Alabama and later superintendent of schools in Tulsa, Okla.

English and American Secondary Education: A Comparison

Charm, Small Student Body, Teaching Independence Mark English Schools: Broader Vocational Work and Scientific Viewpoint Strong in United States

By E. D. GRIZZELL

Professor of Secondary Education, University of Pennsylvania

A CRITICAL OBSERVER notes in every important aspect of secondary education in England and America contrasting practices and divergent tendencies. Among the more important of these are: The meaning and scope of secondary education, the character of the secondary school population, the secondary school as an institution, the curriculum, discipline, principles, and practices in administration, the movement toward reorganization, the State and secondary education, and professional activities and interests.

Secondary education in England is general education with strong classical and scientific biases. Although it is essentially education for a privileged class, it tends at present to favor the youth of high intellectual ability. It is founded on the assumption that a good mind trained by the age-old disciplines is equipped to meet with success any problem of ordinary life. Any subject that lacks systematic organization or cultural traditions is generally frowned upon or given a minor place in the program. Consequently, specialized education has no place in the Englishman's concept of secondary education. English secondary education is, moreover, closely related to university education and is essentially preparatory for entrance to the university where the narrow academic program becomes still narrower due to the requirements of extreme specialization of the English university. In brief, English secondary education aims to make of the boy "a potential scholar and a gentleman," and of the girl, "an accomplished gentlewoman." It is the first stage in the training of the leaders in political, professional, and social life.

Only the Brightest in English Secondary Schools

Contrast with that the American concept of secondary education as education for all normal youth between the ages of 12 and 18 or 20. Moreover, secondary education in America includes not only general academic or cultural education but also special training for vocations, including technical, commercial, agricultural, and trade training as well as continuation and cooperative education. Secondary education in America is merely an extension upward of educational opportunity for the masses.

In spite of the apparent divergence in tendency with respect to the conception of secondary education in England and America, there is a trend in the direction of wider educational opportunity for the adolescent in both countries. The difference lies rather in the differentiation of functions of the schools established for the purpose and the limitations, both economic and social, existing in an old and traditional society such as is found in England. America with its wealth and the absence of Old World traditions moves more rapidly and with less regard for established custom.

With the conception of secondary education just described, the secondary-school population in England is selected with greater regard for intellectual ability than would be possible in America. Less than 10 per cent of the group of youth of normal secondary-school age attend secondary school. Allowing for the small per cent of youth from the more favored social and economic classes who may not rank high in intelligence, it is quite clear that secondary education in England is

highly selective on the basis of intellectual ability. Only the brightest are selected for secondary education, and those of high average ability are directed into special types of schools such as the central school and junior technical school, while the great majority of those of just average ability or less must be content with elementary education.

Nine Thousand in American High School; 500 Usual Limit in England

The English secondary-school pupil is, on the average, more than a year younger than the American secondary-school pupil. The range of ages in American secondary schools is also much wider than in English secondary schools. The American secondary-school population is less homogeneous as to social and economic status than the English secondary-school population. However, in spite of the apparent differences in the secondary-school population, there is a tendency in England toward greater heterogeneity, particularly with respect to social and economic characteristics. Here again America's greater wealth and freedom from Old World traditions have made possible a more rapid democratization of secondary education.

England boasts of few secondary schools with an enrollment of more than 1,000 pupils. Even these, including Eton and Manchester Grammar School, are regarded as anomalies. The tendency everywhere in England is toward the limitation of enrollment to not more than 500 pupils. English secondary schools have not submitted to the pressure of increasing demand from a rapidly growing clientele. When the demand in any community becomes too great, a new school is established, but rarely is a school allowed to become overcrowded.

Contrast with this the tendency in America to develop large public high schools. The larger American cities specialize in large high schools. What a contrast between New York City's De Witt Clinton High School with more than 9,000 students and London's Strand School with 500! The independent school in America has been able to maintain a normal school enrollment, while the public school has been forced to multiply its enrollments into the thousands. The situation is reversed in England, where

Doctor Grizzell's article comparing English and American secondary schools is significant and timely. Readers of School Life will recollect that the plans for this study were outlined by Dr. Arthur J. Jones in an article which appeared in the June, 1928, number. Educators are watching with interest this thorough inquiry designed to weigh, on comparable bases, the practices and results in representative American and English secondary schools.

The National Committee on Research in Secondary Education soon after its organization in June, 1925, arranged to make School Life its medium of expression. It has been the practice of the committee to request its members to prepare for publication in this magazine articles on important developments in the field of secondary education. Doctor Grizzell's contribution is the fortieth article thus sponsored by the committee.

*J. B. Edmonson, Chairman.
Carl A. Jessen, Secretary.*

local education authorities, upheld by the board of education, have maintained small enrollments, and independent schools in need of funds have been forced in some instances to expand their enrollments for the sake of additional income.

British Firm Against Coeducation

A significant difference between the English and the American secondary school is in the variety of education provided. English schools are generally single-curriculum schools, while the great majority of American public schools and some independent schools are of the multiple-curriculum type. America is committed to the theory of a comprehensive secondary school in which every normal child between the ages of 12 and 18 shall find the type of educational program, general or special, suitable to his needs. The tendencies in the two countries are clearly divergent, and there is no prospect that they will ever agree on this matter.

There is likewise a rather definite disagreement regarding coeducation. Fewer than 100 of approximately 20,000 American public high schools are segregated schools. As one English writer observes, "America accepts coeducation as it does the weather" without wasting time to discuss the relative merits of coeducation and segregation. In England, on the other hand, there are fewer than 300 coeducational secondary schools in approximately 1,500 efficient schools, and some of them are dual schools, providing separate classes for boys and girls. There seems to be a decided tendency in the direction of separate schools for boys and girls in the provisions for new schools.

There is a tendency in both countries to provide larger school grounds for secondary schools. England has for a long time placed special emphasis upon large school grounds for playing fields. This tendency is developing rapidly in American public high schools in recent years and has been an important consideration among American independent schools for many years. In this connection it should be observed that there is a greater tendency in England than in America to separate the school from the outside world. Walls and closed gates and guarded entrances are much more common in the secondary schools of England than in America. Perhaps this is a tradition among the many traditions of English education. Some American schools might well

consider the advantages of such medieval barriers to avoid wholesale interruptions to which they are subjected by the thoughtless public.

Charm of English School Rare in United States

There is a significant development in both England and America with reference to special facilities for science, practical arts, and fine arts. In England there is a tendency to develop science laboratories for different levels of science work. Good schools frequently provide a general laboratory for each of the sciences, physics and chemistry, and smaller laboratories for advanced work. American schools have well-equipped general laboratories in biology, physics, and chemistry, but they rarely have the space for special laboratories for advanced work. Both English and American schools provide general shops for practical arts such as woodworking and metal work. The English schools have well-equipped studios for the fine arts, and American schools are likewise developing such facilities. Girls' schools in both England and America have excellent equipment for music. Many English

schools for boys, such as Rugby, have exceptional facilities for musical education. The secondary schools of both countries have shown a tendency in recent years to place increasing emphasis upon the improvement of physical facilities for secondary education.

There is a charm and atmosphere that pervades the English school that is rarely achieved in an American school. The school halls, the desks, the chapel, the refectory breathe the spirit of tradition and age-old custom. England values these old "shells" as a reminder of a glorious past. Only grim necessity forced upon them by a rapidly changing civilization ever compels the English to relinquish an old school with its hallowed grounds. To an Englishman it would be a desecration if anything but a school should inhabit the walls and grounds of "Old Charterhouse." America has no such respect for the old. Perhaps some day when we have grown older we may come to prize more highly these haunts of our adolescent days. Here and there schools are being built that may outlive the present generation and appeal to the

imagination of the next. We need a bit of such tradition in American secondary education to bind the graduates more firmly as members of a great family. It would add much to the spiritual development of American youth.

The curriculums of the English and American secondary schools present very significant contrasts in practice. In the older English schools there is a tendency toward a double curriculum. One curriculum with a classical bias and another with a scientific bias is the usual practice. Although all students must take continuous work in English and history, foreign languages, mathematics, and science, they are permitted to emphasize either the classics or science up to the fifth form in preparation for the first school examination. Perhaps the most significant characteristics of the English secondary school curriculum are the correlation of related subjects and the continuity of each subject throughout the school course. Arithmetic, algebra, and geometry, followed by trigonometry and analytical geometry, are studied simultaneously through the school course; physics and chemistry, or chemistry and biology follow a general introduction to science and are studied simultaneously throughout the school course.



BEAUTY AND UTILITY MARK THE HIGH SCHOOL OF GREENFIELD, OHIO

"Here and there schools are being built that may outlive the present generation and appeal to the imagination of the next. We need a bit of such tradition in American secondary education to bind the graduates more firmly as members of a great family."

Science and mathematics are closely correlated at all times. The program of studies and the program of activities are so interrelated that extracurricular activities really do not exist. The result is a fine integration of all the elements of the school program.

Contrast with this the situation obtaining in many American schools in which there is great variety in curricular and extracurricular offering but a lack of integration due to lack of continuity and correlation. Perhaps an important reason for this difference in practice is the difference in range of abilities and the difference in holding power of the English and American secondary schools. The American school frequently provides short courses and short units of work to meet the needs of many students who will remain in school for short periods of one or two years; the English secondary school discourages the idea of short or partial courses. Even in municipal and county secondary schools, a written agreement or even a bond is required of the parent as a guaranty that he will keep his children in school at least until 16 years of age, the approximate age for the completion of the standard secondary school curriculum.

In both countries there is a strong tendency to differentiate work for different ability groups. The English schools, as a rule, rely more upon an intimate contact with their pupils for securing data necessary in determining ability groups. The American schools, both public and independent, are taking advantage of scientific measuring techniques for securing more accurate and complete data for grouping; individual diagnosis, and guidance.

Proud of Being Birched

The English secondary schools, particularly the old public schools, adhere strongly to the older methods of discipline. An "old boy" of the "public school" speaks with pride of being birched by "Bishop So-and-So," formerly head master of his school. The "fagging" system still exists in some schools as a "valuable tradition," but in general there seems to be a tendency to discard much of the harsher practice of the old days. Perhaps the strongest factors in English school discipline are the "prefect" system and the "house" system. The prefect system contributes to fine school control in many ways and provides opportunities for training in leadership not to be surpassed. It is one of the "marks" of the English "public school." The house system had its origin, of course, in the boarding school. It is the counterpart in many ways of the college in Oxford and Cambridge. It is the substitute for the family or the English home and the fundamental unit of English social organization.

There has been a marked change in the theory and practice of discipline in the American secondary school. The old schoolmaster, "busk wielder of the birch and rule," has been superseded, to a large degree, by the modern, trained educator. In the place of the old schoolmaster attitude which gave rise to antagonism between pupil and teacher, there has grown up the attitude of friend and counselor, which has contributed in large measure to the popularity of American secondary education. Perhaps the chief value of student activities is in their contribution to discipline. The chief difference between England and America with reference to the utilization of student participation in school discipline is in form rather than spirit. There is a greater variety in American than in English practice, but the fundamental principles are much the same.

The Head Master Has a Study, not an Office

The American educator visiting English secondary schools for the first time is likely to be astonished at the lack of administrative techniques. There are several reasons for this. Perhaps the most important ones are the size of the school and the traditional independence of secondary schools. The English head master is first of all a master or teacher. In fact, most of his time is devoted to teaching, and administrative details receive little attention. The head master always occupies a study, not an office, during his free periods. Most English head masters will tell you that they do not supervise their teachers, and perhaps they do not resort to any of the accepted American supervisory practices. My general observation is that they have developed a technique of improving instruction that may be far superior to the more obvious procedures found in America. The techniques involved begin with the selection of the teacher and the pupils and are ever present even though often indirect or unseen. Their effectiveness is due largely to the fact that they are not paraded.

The independence of the English head master in selecting his staff and running his school is in direct contrast to the many limitations placed upon most principals of American public high schools and many head masters of independent schools. Even municipal secondary schools in England have a large degree of autonomy. Each one has its board of governors that perform many of the functions of the board of trustees of American independent schools. On the other hand, there are regulations laid down by the English Board of Education and the local education authority to which the municipal school must conform. Besides these governmental agencies, the secondary school examinations council and the eight examination

authorities exercise considerable control over the curriculum. In some respects, therefore, American public high schools, and certainly the independent schools, have greater freedom than even the "great public schools" of England.

Junior College Movement Has English Counterpart

A general reorganization of secondary education has been in progress in both England and America since the turn of the century. This movement is similar in both countries in respect to its general purpose—extension of educational opportunity. America has made more rapid progress than England in the reorganization of the elementary and junior secondary schools. This phase of the reorganization is now given serious attention in England in response to the recommendations of the Consultative Committee Report on the Education of the Adolescent. The recent development in England of the higher elementary school and the central school is perhaps more nearly parallel to the early high-school movement which began in America almost a century earlier.

There is a tendency in both England and America to extend the period of secondary education upward. In England this extension involves the addition of two years of specialization after the first school examination. This post examination group is known as the sixth form and is the outgrowth of the establishment of advanced courses, a movement started more than 20 years ago in some of the better secondary schools. The counterpart of this movement is known as the junior college movement in America. The period covered is the same in length, but the character of the work offered is quite different. Whereas the English sixth form work continues in the same school and is highly specialized, the American junior college is a separate institution, at least in intention, and avoids extreme specialization in the academic field. Here is an excellent example of the attempt to solve similar problems by rather different machinery and techniques.

Interesting contrasts should be noted in the relation of the State to secondary education in the two countries. England has depended for centuries upon private initiative in the establishment of schools. Not until 1902 was legislation provided that made possible the legal establishment of publicly maintained secondary schools. In spite of the complete absence, 30 years ago, of what we would characterize as public secondary schools, there had existed for centuries certain schools that had come to be considered "public schools." Although these schools lacked the American essentials of a public school, they were and still are, in effect, public or national schools because

they are truly the product of English life and traditions. They belong to English society much as our older colleges and universities belong to the Nation. In recent years the English Government has made considerable contributions to the old endowed schools, and all but a few of the more exclusive schools such as Eton have been inspected and placed on the "efficient list." In brief, England prefers to consider existing efficient schools, regardless of control and support, as a part of the nation's system of schools. The nation does not choose and perhaps can not afford to establish new schools to compete with existing schools. Traditions are dear to the heart of an Englishman, and he makes every effort to conserve and perpetuate traditional foundations.

Art vs. Science in Teaching Aims

Contrast with this the tendency in America to disregard officially the public service of many excellent independent schools. One State went so far recently as to attempt to legislate all private schools out of existence. There are a few exceptions to this attitude. For example, the school committees in Maine have authority to contribute to the support of local academies instead of establishing public high schools. Departments of education or other agencies in some States include independent schools on their lists of accredited or approved schools. In the preparation of accredited lists, some State officials inspect all schools, both public and independent. Most States have supervision over independent schools with respect to the enforcement of health and safety regulations and some with respect to the length of the school year. It seems quite clear, however, that there is a greater tendency in England than in America to recognize the public character of the educational provisions of private agencies.

Professional activities in the field of secondary education in England and America present some interesting contrasts. English professional associations remind one of the medieval guild which had its origin in the necessity for cooperation of a particular group to protect its members. The educational association in England is specialized and exclusive; meetings are rarely open to the public. The procedure at meetings is extremely formal and must conform rather definitely to agenda prepared in advance. Much attention is devoted to the discussion of problems affecting the immediate interests and welfare of the group concerned. Apparently there is not the interest in research displayed in many American educational meetings.

The interests of the English secondary school teacher are largely academic and cultural. He is not so much interested in

purpose and technique as he is in his field or subject. He is not so much interested in the boy as a biological, psychological, sociological specimen as he is in the boy as a human being—a future leader in English society. To the English teacher, education is dominantly an art; to the American teacher, it is rapidly becoming a science. There are some great teachers in both countries that recognize education as both an art and a science, and upon these the profession in both countries must depend for progressive leadership.



Federal Specialists Serve on Buffalo School Survey

A survey of the public-school system of the city of Buffalo, N. Y., is being conducted by the Office of Education at the request of the Buffalo Municipal Research Council.

Inaugurated several months ago, the survey work is under the direction of L. R. Alderman, chief of the service division, who is being assisted by the office's various specialists and staff members. The Buffalo Municipal Research Council is also utilizing its own research workers and other experts in examining into certain phases of the public schools.

The survey is comprehensive in scope and includes almost all the functions of the Buffalo public-school system. Among the important questions being appraised by specialists of the Office of Education are the fiscal relations between the municipal government and the city board of education, the method of handling the school budget, the proportion of the city's

annual revenues allotted to public education, and similar problems. A complete study of the finances of the Buffalo public schools, including bonded indebtedness and annual interest charges, per pupil cost as compared with other cities of the same size, salaries of administrative officers and teachers, and capital outlay and operating costs of the physical plant, is being made. The instructional department is also being evaluated with special reference to the number and variety of schools, courses of study, enrollment and average attendance, teacher qualifications, and other questions relating to the educational program.

Staff members and specialists of the Office of Education participating in the Buffalo survey include Commissioner of Education William John Cooper, Assistant Commissioner Bess Goodykoontz, L. R. Alderman, chief of the service division, W. S. Deffenbaugh, chief of division of American school systems; Mary Dabney Davis, senior specialist in nursery-kindergarten-primary education; E. M. Foster, chief of division of statistics; Ben W. Frazier, senior specialist in teacher training; Carl A. Jessen, principal specialist in secondary education; M. M. Proffitt, senior specialist in industrial education; J. O. Malott, senior specialist in commercial education; Elise H. Martens, senior specialist in education of exceptional children; Rowena Hansen, junior specialist in kindergarten-primary education; and John H. McNeely, division of colleges and professional schools.

Field work on the survey has been completed and the final report is now in the process of preparation.—John H. McNeely.



BOYS OF BUFFALO CAN STUDY THE MANUFACTURE OF AIRPLANES

Buffalo, N. Y., is one of the chief centers for the manufacture of airplanes in the United States. Realizing that the progress of an industry is often dependent on skilled workers, Buffalo has established high-school vocational courses in the making of airplanes.

Musée Pédagogique, France's Unique Center of Educational Services

Combines Museum of Education with Circulating Library, Lantern-Slide Service, Vocational Guidance, and Open-Air School Administration

By JAMES F. ABEL

Chief, Division of Foreign School Systems, Office of Education

THE MUSÉE PÉDAGOGIQUE at 41, rue Gay-Lussac, Paris, first created on May 13, 1879, on the proposal of Jules Ferry, is a part of the National Ministry of Public Instruction and of Fine Arts of France.

It manages and cares for both the general and the circulating libraries of some 120,000 volumes, maintains a central service of lectures illustrated with more than 500,000 lantern slides, supplies moving-picture film for educational use to 54 centers in various parts of France, acts as a general information bureau on school matters to all classes of inquirers, particularly members of the Government and of the Parliament, and cooperates with a number of organizations that deal with special phases of education.

To the visitor from a foreign country the general library is unusually interesting. Here in great numbers are original manuscripts and documents illustrative of the history of education in France. Some of them date back to the close of the fourteenth century. Many of them, made the property of the Musée by special law, are not available elsewhere, not even in the National Library of France.

Among them is a letter written in the seventeenth century by the then child, Grand Dauphin. The few formal sentences in large, round, boyish letters bear the corrections made by his teacher Bossuet. "*Corrigé par Bossuet*," says the letter.

Request For Books Requires No Stamps

Here also is a finely bound volume of school exercises presented to the Prince Imperial by the schools of Vosges in 1867. Files of school inspectors' reports from 1850, lists of all patents granted since 1811, manuscripts relating to Pestalozzi, and Buisson's comments on the separation of church and state, all add to the wealth of the collection.

The circulating library was started in 1882 to provide the information necessary for the reorganization of primary education and the renovation of the school programs. Now, it places at the disposal of French educators a large number of books of a general nature as well as those more specifically pedagogical. The books requested are sent free to any part of the Republic; the request needs no indorse-

ment other than the approval of the inspector of the academy or the primary inspector. They may be kept for two months, and on occasion the loan may be renewed indefinitely.

A letter addressed by a teacher to the ministry needs no postage; the address is equivalent to a frank. The library staff, realizing that many people do not readily use bibliographies put up in the approved formal style, have arranged for the popular demand many lists in a form more easily understood by the ordinary reader. The hundreds of slides and moving-picture films are in constant demand and are sent out under much the same regulations as those governing the circulating library.

Arranges International Cooperation

Connected with the Musée are the Office of Information and Studies, the International School Correspondence, the National Institute of Professional Orientation, the Central Office of Cooperation in the School, the French Group for the New Education, and the Committee for Open-Air Schools.

The first of these was organized in 1901 to gather and classify official and other documents on the legislation and administration of public instruction in other countries. Later it took up the work of establishing closer relations between the schools of France and similar schools abroad. In 1903 it undertook to carry out the terms of some agreements made between the French Government and those of several other countries with regard to the exchange of teachers. One hundred and nineteen teachers went officially from France in 1929-30 to teach in other countries; 125 came from abroad into France. In addition, it carries on a general information service for French and foreign educators and arranges the publications of the Musée.

The French Office for International School Correspondence, an activity with which many American teachers are familiar because of the work of the George Peabody College for Teachers, handled 8,230 correspondents in 1921 and 34,939 in 1928-29.

The National Institute of Professional Orientation was begun in 1928 to give to what is known in the United States as vocational guidance the professional basis

and scientific method that will help it to increase its extension and its usefulness. Its purposes are to arrange technical training for vocational advisors, to set up a center of documentation of the subject, and to further needed researches in methods and results. For the training of vocational advisors it offers a series of courses, given by selected professors, in physiology, general pathology, psychiatry, psychology, pedagogy, political and social economy, the technique of crafts, the organization and practice of orientation, and the art of selection. Completion of the training brings the title of counselor of orientation (*conseiller d'orientation*). Nineteen pupils won the title in the first year of the institute's activities; the results for 1930 are not yet known.

The French Group for the New Education, associated with the international group which publishes the *New Era* in English, *Das Werden die Zeitalter* in German, and *Pour l'Ère Nouvelle* in French, realizes that in a country like France, where education is almost entirely in the control of the state and there is much uniformity in the schools, important changes can be made only through the pressure of strong public opinion. Such pressure it is attempting to rouse by public conferences, addresses to societies of parents of pupils, and articles in the public press. This group has had its permanent office with the Musée Pédagogique since January, 1929.

Services for Children Under Medical Care

France has about 300 open-air schools, both externats and internats. The former are generally seasonal; the latter are permanent. All of them are sanitary establishments for the prevention of or recuperation from disease. They receive children from 7 to 14 years of age that are designated by qualified physicians as anemic, debilitated, deficient, convalescent, or rachitic, and under strict medical supervision give them corrective treatment and a simplified form of primary instruction. The pupils now number about 20,000.

The movement is generally directed and furthered by the National Committee of Open-Air Schools, which is recognized by the Government, aids the public authorities, recruits specially trained personnel, advises with families, places pupils, and corresponds with committees in foreign countries. It subventions and helps to direct normal courses both resident and by correspondence for the personnel of such institutions. In 1922 it held the first international congress of open-air schools.

The Musée Pédagogique, in carrying on its own work and acting as a center for these other organizations, is an extremely busy and valuable branch of the Minis-

try of Public Instruction. At present it can make but little display of its fine collections of books, exhibits, drawings, and other material because it is inadequately housed. During the coming year it is to be moved to larger and better quarters in the building of the Superior Normal School. It will need them both for its increasing activities and for the constant gifts to its library that are coming from its many friends. The most noteworthy recent donation is the 5,000-volume library of the late M. Paul Lapie.

In the modest little entryway of the present building are busts of Buisson, Rousseau, Montaigne, Descartes, Fénelon, Pascal, and Franklin. Among its exhibits are collections of drawings from such widely separated schools as those of Massachusetts and of China. In the cause of education all nations come within its field of inquiry and all educational theories and methods are given its attention.



Naturalist School Meets in Yosemite Park

Getting acquainted with the birds of the field and mountain is part of the work of students attending the Yosemite School of Field Natural History, held each year in Yosemite National Park.

Last year previous records for wide avian acquaintance were broken when B. A. Thaxter, superintendent of nature study in the Portland, Oreg., public schools, listed 88 varieties of birds. The former record was 82 birds, listed by C. A. Harwell, park naturalist, in 1926.

The course of the Yosemite Field School is seven weeks, and the work is of university grade. Although there are many applicants each year, it is possible to enroll only 20 students, because of limited facilities. As the name implies, special training in the field sciences is given, and each student has actual experience in nature-guide work.



Representatives of 28 Mexican States and two Territories have recommended that uniform textbooks be used in the various schools. These new books will be edited by the Federal Ministry of Public Education. Forty per cent of the local budgets is to be the minimum expenditure on education for 1931.



Ground has been broken for a new unit of the University of Chicago, which will be devoted to graduate study and research in teacher-training. This new structure, built and equipped, will cost approximately \$650,000. The funds were furnished by the General Education Board of New York.

New Government Publications Useful to Teachers

Motion pictures in China. 16 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin 722.) 10¢.

A general account of the introduction of moving pictures into Hong Kong and Shanghai, the production of moving pictures in China, distribution of films, etc. (Geography.)

Cuban readjustment to current economic forces. 1930. 28 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin 725.) 10¢.

Shows the radical changes taking place in Cuba's economic structure in light of depression in sugar industry. (Geography, economics.)

Market in Burma for imported foodstuffs. 1930. 17 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin 724.) 10¢.

Character and extent of the market, competition to be met, and detailed information concerning various foodstuffs such as fish, fruits and vegetables, farinaceous foods, milk, etc. (Geography.)

Standard breeds and varieties of chickens: 2, Continental European, oriental, and miscellaneous classes. Revised October, 1930. 30 p., illus. (Agriculture Dept., Farmers' Bulletin 1507.) 10¢.

A revision of, and supersedes Farmers' Bulletins 1221 and 1251. (Agriculture.)

Transportation on the Great Lakes. Revised 1930. 423 p., illus., maps. (War Dept., Transportation Series no. 1.) \$1.50.

General description of the Great Lakes and their connecting channels and harbors, laws, treaties, and regulations relating thereto, vessels of the Great Lakes, motor ships, commerce, the grain movement, the ore movement, the coal movement, and other bulk freight, package freight, car-ferry traffic, and general information. Many charts and detailed drawings are given and also many photographic illustrations. (Geography, Social science, Economics.)

Review of the fisheries of California. 1930. (Pp. 341-369.) (Dept. of Commerce, Bureau of Fisheries Document 1087.) 10¢.

Gives trend of the catch, location of the fisheries, canneries, etc. (Geography, Biology.)

Agricultural evening schools, methods of organizing and conducting evening schools. Revised 1930. 15 p.

A list of about 350 Government publications useful to teachers of geography and elementary science has been prepared by the Office of Education and is available in mimeographed form. Requests for copies should be sent to this office.

For recent publications available from the Office of Education see inside back cover. For forthcoming publications see page 67.

(Federal Board for Vocational Education Bulletin 89.) 5¢.

Gives policies governing agricultural evening schools, with notes on promotion of the work, enrollment, courses, organization, commercial procedure, supervising practice, and the selection and training of teachers. (Agriculture, Education.)

Are you training your child to be happy? 1930. 57 p. (Children's Bureau Publication 202.) 10¢.

Lesson material in child management.

Vocational guidance in rehabilitation service, a manual of procedure for counseling and advising physically handicapped persons and assisting them in adjusting themselves to vocational life. 1930. 56 p. (Federal Board for Vocational Education Bulletin 148.) 15¢.

A manual dealing with personality, attitude, education and experience, occupations and general knowledge and skill, a survey of the scope of the inquiry, selection of the scope, supervision, placement in employment, employment opportunities, job analysis, etc. (Vocational guidance, Special education.)

Daffodils. 1930. 74 p., illus. (Agriculture Circular 122.) 25¢.

Definition and classification of the daffodil group, history, the decorative value, methods of reproduction and culture, handling and treatment accorded. (Nature study, Gardening.)

The National Institute of Health. 1930. 4 p. (Treasury Dept., Public Health Reprint 1387.) 5¢.

Gives law creating this institute with a brief résumé of the duties appertaining thereto. (Health.)

The training of teachers for trade and industrial education, suggestions for the organization and operation of efficient teacher-training programs. 1930. 178 p. (Federal Board for Vocational Education Bulletin 150.) 30¢. (Education.)

Window curtaining. 1930. 30 p., illus. (Agriculture Dept., Farmers' Bulletin 1633.) 10¢.

Home economics teachers will find many suggestions in this bulletin.

Any of the foregoing publications may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated.

Pan-Pacific Women's Association Formed at Hawaii Conference

Mental Hygiene Finds Important Place on Discussion Program of Leaders from Many Nations

By BESS GOODYKOONTZ

Assistant United States Commissioner of Education

UNDERNEATH the inscription of the official bulletin of the Pan-Pacific Union is this notation in small type: "An unofficial organization, the agent of no government, but with the good will of all in bringing the peoples of the Pacific together into better understanding and cooperative effort for the advancement of the interests common to the Pacific area."

One of the instruments effectively used by the Pan-Pacific Union to accomplish these aims has been the international conference. There have been a number, varied in interest and scope: Scientific, educational, journalistic, and commercial. The Pan-Pacific Women's Conference held in Honolulu from August 9 to 23 of this year was the second conference of women of the Pacific territories called by the union for the discussion of social problems which are common interests and responsibilities of women.

The first Pan-Pacific Women's Conference, held in Honolulu in the summer of 1928, had brought together under the direction of Jane Addams, as international chairman, representatives of 20 countries and territories in and bordering the Pacific.

National delegations came to the second conference from Australia, Canada, China, Hawaii, India, Japan, Mexico, New Zealand, the Philippines, Samoa, and the United States—more than 80 in all.

Among the organizations represented were the Australian Federation of Univer-

sity Women, the Canadian Teachers' Federation, the Australian Country-Women's Association, Women Teachers' Association of New Zealand, Canadian University Women's Federation, Y. W. C. A. of New Zealand, the New Zealand Federation of University Women, the American Library Association, and Business and Professional Women's Organization of the United States.

Delegates from the United States

The mainland United States sent the following persons as voting delegates:

Mary Eileen Ahern (education), Mrs. Louise P. Babcock (social service), Dr. Anna Cox Brinton (education), Edith N. Burleigh (health), Mrs. J. L. Criswell (government), Mrs. Charles E. Cumberson (government), Dr. Lida B. Earhart (education), Mrs. Evelyn W. Fox (industry), Ruth Louise Gill (home economics), Bess Goodykoontz (education), Mary Jones (health), Dr. Mabel Sammons Hayes (India), Hon. Bertha K. Landes (government), Abby Marlatt (home economics), Marion L. Mel (industry), Julia Wright Merrill (social service), Alma M. Myers (government), Amanda C. Nelson (education), Mrs. Edgerton Parsons (government), Agnes L. Peterson (industry), Evangeline Philbin (industry), Dr. Clara Schmitt (education), Dr. Louise Stanley (home economics), Edna Noble White (home economics), Marjorie Williams (industry), Helen Whitney (social service), and F. Isabel Wolcott (education).

A wide range of subjects was discussed in the conference sessions—mental hygiene, the White House Conference, international relationships, the cinema as a community factor, diet and teeth, industrial hygiene, preschool children, library service, religious education, child

labor, women in government, mass education in China, the new education in Mexico.

Dame Rachel Crowley, D. B. E., chief of the social questions and opium traffic section of the League of Nations, gave a most instructive account of the social and welfare work of the league, illustrating her talk with case studies of cooperation of the league with countries desiring to study or to remedy some certain social problem.

Several programs dealt with mental hygiene and its application. Miss Edith N. Burleigh, of the Child Guidance Clinic of Los Angeles and Pasadena, began the discussion with a paper on What Is Mental Hygiene; Dr. Clara Schmitt continued with The Function of a Mental Hygiene Program in the Public School. Other papers followed on child guidance clinics, behavior problems of young children, preschool education, problems of the adolescent, and the work of children's courts. These programs appeared in various sections—education, health, social service, and government—showing the growing recognition of the importance of mental hygiene as a problem and as a solution of problems.

One valuable unifying feature of the conference from the standpoint both of range of topics covered and of length of time between conferences was the "project" carried on by each section. Under a project director each section worked on some extended study during the two years between this and the last conference with the understanding that the results of the study should be presented at this meeting. Besides adding to the interest of the meetings these project reports, printed in the proceedings of the conference, contribute much material of permanent value to the subjects studied, representing, as they do, the combined findings of the several Pacific territories.



EIGHTY DELEGATES FROM ELEVEN COUNTRIES ATTENDED THE PAN-PACIFIC WOMEN'S CONFERENCE HELD IN HONOLULU

With a view to continuing the conferences and the international understanding and cooperation fostered by them, steps were taken at this meeting to form a permanent organization, to be known as the Pan-Pacific Women's Association. Charter members are those 13 countries of the Pacific basin which have heretofore sent delegates. It is hoped that others will soon become members of the association. The next meeting has been set for Honolulu in 1933, and much must be done by the new president, Dr. Georgina Sweet, of Australia, and her council, both in organization and program planning to carry out the aims as stated in the new constitution—to strengthen the bonds of peace among Pacific people by promoting a better understanding and friendship among the women of all Pacific countries; and to initiate and promote cooperation among the women of the Pacific region for the study and betterment of existing social conditions.



Have You Read?

Notable Articles in the Educational Press

By SABRA W. VOUGHT

Librarian Office of Education

The University of the State of New York, that "intangible institution," is the subject of an article in the *Bulletin of High Points*, for October, 1930. The author, Joseph B. Orleans, George Washington High School, New York City, describes the development of the public-school system in the State of New York, and devotes considerable space to a discussion of regents examinations and their connection with that system. He traces the processes of legislation which resulted in the establishment of Columbia University and the academies which were later superseded by the high schools and teacher-training institutions, showing how the entire school system of the State, including the State department of education, is governed by the board of regents and forms the University of the State of New York.



"Handling activity funds" is the title of an article by W. A. Moran in *School Activities* for September, 1930. A pupil is appointed "central banker" whose business is to keep account of the funds of the several classes, organizations, and activities; to deposit these in the bank and to sign the checks necessary for payment of bills. The business of banking is much simplified and made more efficient. The details of the plan are well worked out and clearly described in this article.



A detailed description of an experiment in correlating English composition with

the content subjects—history, geography, and science—appears in *The Elementary School Journal* for October, 1930. The author, Caroline H. Garbe, of the Bronxville public schools, Bronxville, N. Y., discusses a plan that was tried at the University Elementary School at the University of Chicago. The aim of the work was to develop the ability of the pupils to write and speak correctly and effectively. At the end of the year a number of tests were given to show the progress made by each pupil. One of the most significant results was a decided increase in fluency.



"The Film Estimates" is a regular department of *The Educational Screen*. Here are listed some 30 recent films, with names of actors and producers. A short descriptive note is followed by an evaluation, in tabular form, which is based on the "combined judgments of a national committee on current theatrical films." This evaluation rates each film under three headings according to its suitability "for intelligent adults," "for youth (15-20)," "for children (under 12)." It should be valuable to parents and teachers as well as to the general public.



A large part of *New York State Education* for October is devoted to the subject of special schools. Lewis A. Wilson, assistant commissioner for vocational and extension education, in an introductory article, points out the value of a "knowledge of what is being accomplished and the kinds of special help adapted to the needs of certain boys and girls whom the public schools are not prepared to educate." He summarizes briefly some of the objectives of the special schools, and refers to John B. Hague, chief of the bureau of special schools, who will furnish information and help to anyone interested in these special educational programs. Several kinds of special schools are then described by the people who are engaged in the work. Correspondence schools, the merchant marine academy, education of the blind and deaf, are some of the subjects treated. Although the discussions are limited to the work of schools in the State of New York, the solutions are applicable to the problems of handicapped children and special groups to be found in all parts of the country.



That parents are likely to lose sight of the fundamental objective of parenthood, which is "happy children and the enjoyment of them," is the keynote of a sprightly article in *Hygeia* for November. The author, Jessie C. Fenton, who has made special studies of the psychology of childhood, has arrived at the conclusion that

"no matter what care parents may take to avoid and overcome the faults and mal-developments of their children, their care will be worse than wasted if by their very concern they rob their children of happiness." She deplores the tendency of mothers to worry and become frightened because children are normal, active creatures, full of wonder about everything even the commonplace.



Confer on Problem of Measuring Teaching Ability

Five nationally prominent authorities in education met in the Office of Education recently with three specialists engaged in the National Survey of Education of Teachers to explore the difficult problem of measuring teaching ability.

The five educators who came to Washington for the conference were: Dr. Edward L. Thorndike, professor of education, teachers college, Columbia University, New York, N. Y.; Dean M. E. Haggerty, of the school of education, University of Minnesota, Minneapolis, Minn.; Dr. Truman L. Kelley, professor of education, Harvard University, Cambridge, Mass.; Dr. M. R. Trabue, professor of education and director of the research bureau of the University of North Carolina, Chapel Hill, N. C.; Dr. Karl S. Holzinger, professor of education, University of Chicago, Chicago, Ill.

Weighing the value of different types and amounts of teacher training is one of the most difficult problems before the national teacher-training survey staff which has been granted \$200,000 by recent congressional action to carry on its work. The inquiry divides itself into three principal studies: (1) The supply and demand for teachers; (2) the evaluation of courses of study in teacher training in normal schools, teachers colleges, and liberal arts universities; and (3) the evaluation of effectiveness of teachers with varying qualifications.

Facts on supply and demand and curriculum practice are relatively easy to obtain compared with the intricate task of evaluating fair, better, and best teaching and the reasons why it is fair, better, and best. It was to the puzzling problem of how to obtain authoritative conclusions in this latter field that the five leaders recently met with the survey staff at the Capital.

Reports of the progress of the National Survey of the Education of Teachers will appear regularly in *SCHOOL LIFE*.

The three members of the survey staff who joined in the conference were Dr. E. S. Evenden, associate director, Dr. Benjamin W. Frazier, of the Office of Education, and Dr. Guy C. Gamble, senior specialist in educational surveys.

Value of Home-School Links Rated by Principals

Extramural work linking home and school is demanding such a large slice of the time of both teacher and administrator that its worth needs to be assessed. The following table, which appears as part of

the National Education Association Department of Elementary School Principals research bulletin, October, 1930, bears directly on the experience of everyone in the public schools:

Principals' evaluations of procedures used in maintaining vital home-school relationships in English-speaking communities

General type	Specific procedure or device	Number of principals marking each device in column 2				Total
		Very useful	Sometimes valuable	Practically worthless	No answer	
1	2	3	4	5	6	7
Home comes to the school.	1. Parent-teacher association.....	107	52	6	13	178
	2. Classes for parents.....	40	53	24	61	
	3. Clinics and demonstrations.....	62	61	11	44	
	4. Parents' interviews.....	152	22	1	3	
	5. American Education Week.....	44	79	27	28	
	6. Miscellaneous.....	14	8	0	156	
School goes to the home.	1. Principal visits home.....	75	60	13	30	178
	2. Teacher visits home.....	86	54	11	27	
	3. Visiting teacher work.....	52	18	6	102	
	4. School nurse visits.....	123	40	2	13	
	5. Attendance officer check up.....	83	56	19	20	
	6. Miscellaneous.....	5	3	0	170	

Youngstown Asks School Survey by Federal Specialists

At the invitation of Youngstown, Ohio, the Office of Education will make a comprehensive survey of the entire public-school system of the city in the fall of 1931.

Leaders in all walks of life in the steel town—business men, editors, bankers, clubwomen, school administrators, and others—have been engaged in extensive discussions on the state of Youngstown's schools, their cost and efficiency. The desire for an impartial statement of facts in the case prompted the request to the Office of Education by the Youngstown Chamber of Commerce. John J. Richeson, superintendent of schools, and his assistants have joined in the invitation to the Office of Education.

Dr. William John Cooper, Commissioner of Education, issued instructions for the Office of Education to make the survey after L. R. Alderman, chief of the service division, had conferred with Youngstown authorities. The survey will inquire into all departments of the school system and will probably require two months. The Office of Education will furnish the key specialists necessary for the work but they will be assisted by educational experts secured outside the Federal service. Youngstown Chamber of Commerce has appropriated money to pay for the survey and the printing of the final report.

The public-school system of Youngstown, Ohio, at present serves, according

to the most recent data filed with the Office of Education, 29,000 children. The city engages approximately 1,000 teachers. There are 45 buildings. Of the schools, 40 are elementary, 3 junior high schools, and 3 senior high schools. Expenditures for the school system for the year 1927-28 were \$2,714,633.

Michigan Commission to Study School Cost Equalization

The educational commission of Michigan, created by the last legislature, is making an intensive study of unequal education costs in Michigan, and is gathering statistics preparatory to proposing a plan for equalizing educational opportunity and the burden of school support in Michigan. Statistics show that many districts have failed to provide adequately for instructional material and for the maintenance of schools.

Daily rates of pay for teachers and professors of various grades are contained in a bulletin that has been issued by the Ministry of Education of the Mexican Government. This bulletin shows that in the kindergartens teachers receive from 4 to 8.50 pesos per day while directors receive 7 pesos. In the primary schools teachers are paid from 4 to 8 pesos a day, directors 9, and inspectors 13 pesos. At the present time the peso is equal to 43 cents, United States currency.

Facts on Careers

A student taking medicine can look forward to an income of \$2,000 to \$5,000 per year in an established average small community practice.

For the first year out of college a young lawyer may earn from \$800 to \$2,000.

The minimum annual cost to the student taking architecture in the average university is \$650. This does not include amusements, clothing, travel, and other personal items.

Facts about careers, opportunities, cost of training, extent of training required, income to be expected, institutions where the work is given, and other conditions governing various professions about which thousands of boys and girls in American schools want to know, have been collected by Dr. Walter J. Greenleaf, associate specialist in higher education, United States Office of Education.

Seven circulars in mimeographed form supplying basic data on careers have already been prepared and will be supplied by the Office of Education upon request. They are:

- No. 19. Medicine.
- No. 20. Journalism.
- No. 22. Law.
- No. 23. Librarianship.
- No. 24. Architecture.
- No. 25. Electrical engineering.
- No. 27. Civil engineering.

Approximately 14 more career circulars are planned and notice of them will appear in *SCHOOL LIFE* when they are available.

More than 300 rural teachers in New York State helped in the preparation of a handbook for rural elementary schools which has been published by the New York State Department of Education. Reorganization of subject matter and selection of illustrative materials suitable for a rural school are included for the aid of instructors. The handbook represents the first attempt of the New York State Department of Education to prepare instructional material directly useful to the teacher of the small rural school.

A stone tablet in the court yard of a Confucian temple in Peiping served as a model for a trophy presented to Alameda High School, Alameda, Calif., by the class of December, 1929. This class trophy, a miniature silver replica of the original Chinese tablet, is to serve as an annual debating prize given to encourage closer relations with the Far East. The idea originated when Julian Arnold, commercial attaché, United States Department of Commerce, addressed the students on the subject of America's relations with China.

New Books in Education

By MARTHA R. McCABE

Library Division, Office of Education

ADLER, ALFRED. The education of children. Translated by Eleanore and Friedrich Jensen. New York, Greenberg, inc., 1930. 309 p. 12°.

The subject of educational psychology from the approach of individual psychology is presented by Doctor Adler, professor of psychology at the University of Vienna, who has had wide experience in the field of mental care and education of children. Some of the problems dealt with are concerned with the newer aspects of superiority-striving and inferiority-complexes in children. One of the most important psychological facts in human nature especially noted in children is the striving for superiority and success, and the sense of inferiority is just as marked. The mental development of the child is traced in the family and the school and at the time of adolescence. The chapter dealing with pedagogical mistakes will interest both parents and teachers, as it contains suggestions for avoiding such mistakes.

BALDWIN, BIRD T.; FILLMORE, EVA ABIGAIL, and HADLEY, LORA. Farm children. An investigation of rural child life in selected areas of Iowa. New York [and] London, D. Appleton and company, 1930. xxii, 337 p. illus., front., tables. 8°.

This detailed study of the farm child is the product of the combined efforts of the Laura Spelman Rockefeller memorial which furnished financial assistance, and the Iowa Child welfare research station. The State university of Iowa, together with educators and social workers, and others especially interested in rural life and sociology, cooperated in the project. The characteristics of farm children in two rural communities of Iowa and their relation to their environment and opportunities were studied. The community influences, the social and economic factors of farm life, the family life and mother care, the system of rural schools, education in the one-room school and the consolidated schools, social activities, educational achievements, mental capacity, etc., are set forth.

BLATZ, WILLIAM E. and BOTT, HELEN. The management of young children. New York, William Morrow & Company, 1930. xii, 354 p. 8°.

The problem of socializing the young child is the theme of the book, which is designed for the training of parents in the education of children. Particular emphasis is placed upon the questions of social relations, the development of personality, etc. Specific formulas are not laid down for the solution of specific problems, but instead, principles are suggested to serve as a basis for the relationship between child and parent. The authors have aimed to avoid a technical vocabulary, and to keep on the level of every-day experience and language. The danger of standardizing the treatment of children is anticipated by the authors, who advise the early realization of the distinction between a formula and a philosophy, a rule and a principle—a constructive program of training beginning at birth.

CALVERTON, V. F. and SCHMALHAUSEN, SAMUEL D., eds. The new generation. The intimate problems of modern parents and children * * * with an introduction by Bertrand Russell. New York, The Macaulay

company, 1930. 717 p. illus., front., port. 8°.

The reeducation of youth is the ultimate hope of an increasing number of men and women who are far-sighted enough to see, according to the editors of this book, that human beings may be saved to beauty and high utility by a transformation of the social system toward goals that are not acquisitive, and toward activities that are creative. Information is given concerning the welfare of children and the relations of parents and children which within the past decade have been revolutionized. New knowledge of our times means that old patterns can no longer be used. Discussions have been presented according to new and scientific knowledge of the modern family, children, their talent and genius, their potentialities, education, and enlightenment. The contributors to the study are specialists in the fields of education, psychology, physiology, psychiatry, ethnology, making an effort to be of service not only to the problem child but to the problem parent.

CHARTERS, JESSIE A. The college student thinking it through. New York, Cincinnati [etc.] The Abingdon press [1930] 166 p. 12°. (The Abingdon religious education monographs, John W. Langdale, general editor, George Herbert Betts, editor)

The author has brought together in this book a number of problems which confront college students, and furnishes the answers to many of them which she has solved during her experience with students and the student mind. She advocates the early securing of a philosophy of mind and acquiring a psychology of faith for religion and conduct. She deals with the vexing questions of personality, the inferiority complex, the various levels of intelligence of the genius, the dub, and the moron. The climax to the study is the section dealing with development of character. Selected lists for further reading have been added on the subjects of Religious problems, Learning problems, and Personality problems.

HOCKETT, Mrs. RUTH MANNING, ed. Teachers' guide to child development: manual for kindergarten and primary teachers, developed under the direction of the California curriculum commission * * * Vierling Kersey, chairman * * * Sacramento, California state printing office, 1930. 658 p. illus. 8°.

The California curriculum commission, composed of a number of educators, has prepared this study of school programs, methods of teaching, courses of study, classroom activities, with much other information for the use of teachers, supervisors, administrators, and students of education in California. Part of it will be suggestive for teachers in any community, however, who are in search of material of this type.

JONES, ARTHUR J. Principles of guidance. First edition. New York, London, McGraw-Hill book company, 1930. xxi, 385 p. tables, diagrs. 8°.

Changed conditions in the home, in labor and industry, in standards of living, in the character of the population, and in the amount of general education needed have proved the wisdom of providing both educational and vocational guidance in the public schools. This study presents the

subject of vocational guidance mainly. Only specialists in the field can provide, as a rule, the information needed. Material is furnished on the kind of guidance necessary, its aims and methods, especially as the subject is related to the occupations, counseling, placement, follow-up, etc. The suggestions given regarding the organization of guidance, the work of the counselor, and the results of guidance, will be of use to those concerned with the guidance of youth at the various levels in the schools.

KENT, RAYMOND A., ed. Higher education in America. With an introduction by Lotus D. Coffman. Boston, New York [etc.] Ginn and company [1930] x, 689 p. tables, diagrs. (fold.) 12°.

The editor has assembled in one unit in this volume discussions on practically all of the major aspects of higher education in this country to-day. It is hoped that the studies will cause further discussion and critical thinking on the part of readers. The book is in two parts. Part I deals with the divisions of instruction, and Part II, with the organization and administration of higher education. Each chapter, devoted to a special topic, is presented by a well-known specialist in that field. One of the hopeful signs of the times is the careful attention and study given by well-known educators to each problem arising, as shown in the movement to analyze, scrutinize, and check up on the purposes and activities of higher education.

LITTLE, CLARENCE COOK. The awakening college. New York, W. W. Norton & Company, inc., publishers [1930] 282 p. 8°.

The author, a college president of experience, studies the subject of the changed college and the problems of youth with a feeling of confidence in youth, and affection in his attitude toward college students, and with no apologies toward those who distrust them and rule with "vested authority." Some important and mooted questions are dealt with, namely, admission to college and college-entrance examinations, new trends in administration and organization, curriculum revision, control of athletics, coeducation, etc. The social problems among students, such as automobiles and liquor, fraternities, religion, etc., receive the special attention of the author, and are presented with sympathetic understanding. Attention is directed to a number of notable changes taking place in the more progressive higher institutions, together with a frank discussion of the query as to "what happens to young people at college."

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. Proceedings of the sixty-eighth annual meeting held at Columbus, Ohio, June 28-July 4, 1930. Volume 68. Washington, D. C., The National education association, 1930. 1152 p. 8°.

This volume contains the addresses before the general meetings of the association, the proceedings of the business meetings, reports and minutes of the active committees, lists of officers, etc., of the annual conference held at Columbus in midsummer. The association is composed of a number of units, and the volume gives the proceedings of each, including the Department of superintendence, departments of classroom teachers, elementary-school principals, secondary-school principals, adult education, rural education, deans of women, teachers colleges, and others. The book includes a record of two new departments this year, namely, the Department of supervisors and teachers of home economics, and the American educational research association, heretofore functioning as separate organizations.

UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, *Secretary*

OFFICE OF EDUCATION—ORGANIZATION

WILLIAM JOHN COOPER, *Commissioner*
BESS GOODYKOONTZ, *Assistant Commissioner*
LEWIS A. KALBACH, *Chief Clerk*

DIVISIONS

1. ADMINISTRATION (chief clerk, in charge):
David E. Thomas, assistant chief clerk and accountant.
Charles W. Hawkesworth, acting chief, Alaska division, Juneau, Alaska.
William Hamilton, assistant chief, Alaska division, Washington, D. C.
Eunice W. Curtis, in charge of mails and files.
2. RESEARCH AND INVESTIGATION (Assistant Commissioner, in charge):
Consultants—
James F. Rogers, senior specialist in health education.
Maris M. Proffitt, senior specialist in industrial education.
 - (a) *Colleges—Professional Schools—*
Ben W. Frazier, acting chief.
Walter J. Greenleaf, associate specialist in higher education.
Walton C. John, associate specialist in graduate and professional education.
 - (b) *American School Systems—*
Walter S. Deffenbaugh, chief.
Mary Dabney Davis, senior specialist in nursery-kindergarten-primary education.
Carl A. Jessen, principal specialist in secondary education.
Mina M. Langvick, senior specialist in elementary school curriculum.
Timon Covert, specialist in school finance.
Ward W. Keesecker, associate specialist in school legislation.
Rowna Hansen, junior specialist in kindergarten-primary education.
 - (c) *Foreign School Systems—*
James F. Abel, chief.
Severin K. Turosienski, assistant specialist in foreign education.
Frances M. Fernald, assistant specialist in foreign education.
2. RESEARCH AND INVESTIGATION (Assistant Commissioner, in charge)—Continued.
Consultants—Continued.
 - (d) *Special Problems—*
Mrs. Katherine M. Cook, chief.
Elise H. Martens, senior specialist in education of exceptional children.
Walter H. Gaumnitz, senior specialist in rural school problems.
Ambrose Caliver, specialist in negro education.
Annie Reynolds, associate specialist in school supervision.
 - (e) *Statistical—*
Emery M. Foster, chief.
David T. Blose, assistant statistician.
3. EDITORIAL: William D. Boutwell, chief.
4. LIBRARY:
Sabra W. Vought, chief.
Edith A. Lathrop, assistant specialist in school libraries.
Martha R. McCabe, assistant librarian.
Edith A. Wright, assistant librarian.
Ruth A. Gray, junior librarian.
Agnes I. Lee, junior librarian.
5. SERVICE:
Lewis R. Alderman, chief.
Alice Barrows, senior specialist in school building problems.
John O. Malott, senior specialist in commercial education.
Emeline S. Whitcomb, senior specialist in home economics.
Florence C. Fox, associate specialist in elementary education.
Ellen C. Lombard, assistant specialist in home education.
Marie M. Ready, assistant specialist in physical education.
6. GENERAL SURVEYS (Commissioner of Education, in charge):
Leonard V. Koos, associate director, National Survey of Secondary Education.
Carl A. Jessen, coordinator.
Edward S. Evenden, associate director, National Survey for the Education of Teachers.
Ben W. Frazier, coordinator.

RECENT PUBLICATIONS OF THE UNITED STATES OFFICE OF EDUCATION

Bulletin, 1930, No. 11, "Education of Crippled Children" by Arch O. Heck.

Current practice in special facilities for physically handicapped public-school children. Detailed accounts of outstanding work. Price 20c.

Bulletin, 1930, No. 18, "Status of the Junior High School Principal" by Frank Kale Foster.

Gives schedules, social status, preparation, experience, salary, etc., of the junior high school principal. Price 15c.

Bulletin, 1930, No. 20, "County Library Service to Rural Schools" by Edith A. Lathrop.

Especially useful to a county library contemplating maximum service for money expended. Price 15c.

Bulletin, 1930, No. 21, "Rural Schoolhouses, School Grounds, and Their Equipment" by Fletcher B. Dresslar and Haskell Pruett.

Contains 14 selected plans for modern rural schools. Notable State plans reproduced. Also suggestions for remodeling old rural schools. Price 20c.

Bulletin, 1930, No. 22, "Schools and Classes for Delicate Children" by James Frederick Rogers, M.D.

History and development of schools for delicate children at home and abroad. 7 half tones, 10 floor plans, and 3 charts. Price 20c.

Bulletin, 1930, No. 25, "Statistics of Private Commercial and Business Schools, 1928-29."

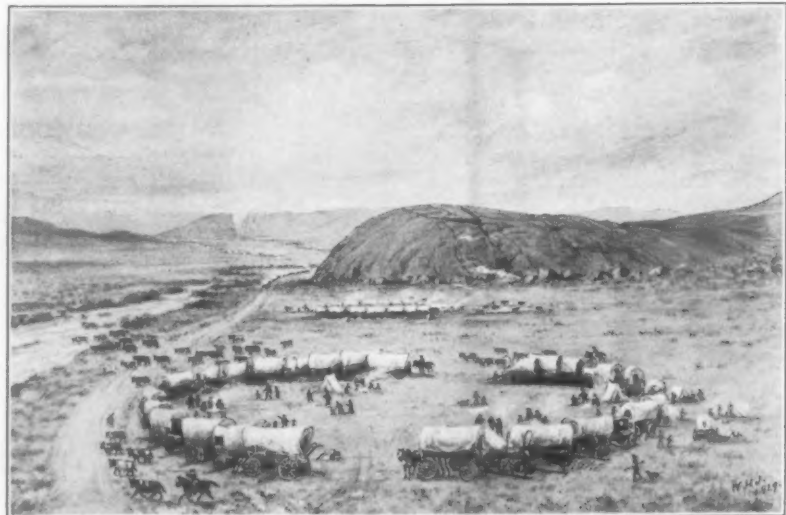
Comprehensive statistical study of this group of schools. A revision of Bulletin, 1926, No. 14. Price 20c.

*These bulletins are for sale by the Superintendent of Documents
Government Printing Office, Washington, D. C.*

NOTES ON THE OREGON TRAIL

By Florence C. Fox

What problems in family and community life confronted those early pioneers of the covered wagon caravan? What obstacles of nature had to be overcome? What deeds of valor were performed? Answers to these questions, as well as many others, may be found in United States Office of Education Bulletin, 1930, No. 27, "Notes on the Oregon Trail."



THE SWEETWATER RIVER AND DEVIL'S GATE AT INDEPENDENCE ROCK. SKETCH BY W. H. JACKSON
(COURTESY OF THE OREGON TRAIL MEMORIAL ASSOCIATION)

One map and five rare drawings by W. H. Jackson accompany this bulletin



Especially useful to teachers of:

English
Geography
History
Social Sciences

SUPERINTENDENT OF DOCUMENTS,
GOVERNMENT PRINTING OFFICE,
WASHINGTON, D. C.

Enclosed find 15c. for which please send me copy of
Bulletin 1930, No. 27 "Notes on the Oregon Trail."

NAME _____

ADDRESS _____

CITY _____

STATE _____

Through the courtesy of the Interlibrary Loan Service any one of the 66 volumes mentioned in the bibliography may be borrowed from the Library of Congress, Washington, D. C., provided the request comes through the library in the locality where the applicant lives